DOCUMENT RESUME

ED 309 648 FL 018 120

TITLE	Statement on Competencies in Languages Other Than English Expected of Entering Freshmen. Phase I--French, German, Spanish.
INSTITUTION	California Community Colleges, Sacramento. Academic Senate.; California State Dept. of Education, Sacramento.; California State Univ., Sacramento. Academic Senate.; California Univ., Sacramento. Academic Senate.
REPORT NO	ISBN-0-8011-0807-1
PUB DATE	Dec 86
NOTE	73p.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00, plus sales tax for California residents).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Admission Criteria; Articulation (Education); College Freshmen; *Communicative Competence (Languages); Cultural Awareness; Curriculum Development; Evaluation Criteria; French; German; Higher Education; *Language Proficiency; Language Skills; Listening Comprehension; Reading Comprehension; Second Language Learning; Skill Development; Spanish; State Curriculum Guides; *State Standards; Vocabulary Skills; Writing Skills
IDENTIFIERS	ACTFL ETS Language Proficiency Guidelines; *California; Interagency Language Roundtable

ABSTRACT

This guide communicates the increasing need in California for young people to develop skills in languages other than English, and to direct attention to assessing these skills in terms of language use competency in realistic situations rather than in terms of courses taken or units earned. The guide recognizes successive stages of competency and describes each stage in terms of the communicative tasks students should be able to perform. The study suggests that college freshmen should have attained, by the end of high school, the ability to listen, converse, read, and write in the target language with sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate needs in everyday situations in a culturally appropriate way. The report describes a continuum of competency consisting of four stages, giving specific competencies for comprehension (listening and reading), production (conversation and writing), cultural awareness, vocabulary control, and language accuracy at each stage. The competency level descriptions serve as guidelines for curriculum development in language programs and provide criteria for rating functional language ability. Appended materials include membership lists of the organizations responsible for developing the standards and an acknowledgement list. (Author/MSE)

ED309648

FL018120

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Smith, T.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ISBN 0-8011-0807-1

This publication is available for $4. plus sales tax for California residents, from Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (916-445-1260)

Acknowledgment: This project was supported by funds received jointly from the University of California and The California State University under the auspices of the UC — CSU Joint Projects Steering Committee. We wish to thank this committee for their support and encouragement throughout.

STATEMENT ON COMPETENCIES IN LANGUAGES OTHER THAN ENGLISH EXPECTED OF ENTERING FRESHMEN

PHASE I — FRENCH, GERMAN, SPANISH

A PROJECT OF

THE ACADEMIC SENATES OF THE CALIFORNIA COMMUNITY COLLEGES
THE CALIFORNIA STATE UNIVERSITY AND
THE UNIVERSITY OF CALIFORNIA

AND

THE FOREIGN LANGUAGE LIAISON COMMITTEE OF
THE ARTICULATION COUNCIL OF CALIFORNIA

DISTRIBUTED BY

THE CALIFORNIA EDUCATION ROUND TABLE
THE ARTICULATION COUNCIL OF CALIFORNIA AND
THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

DECEMBER 1986

(Reprinted August 1988)

TABLE OF CONTENTS

Page

PREFACE v
EXECUTIVE SUMMARY vii
I. INTRODUCTION 1
II. FOREIGN LANGUAGE COMPETENCY 3
Statement Development 3
Recommendations 4
Related Statements 5
III. DESCRIPTION OF COMPETENCIES. STAGES 1-4 7
Competency Assessment 7
Competency Category: Comprehension 8
A. Listening Comprehension 8
B. Reading Comprehension 22
Competency Category: Production 32
A. Conversational Skills 32
B. Writing Skills 36
Competency Category: Cultural Awareness 46
Competency Category: Vocabulary Control 51
Competency Category: Language Accuracy 53
APPENDICES 56
Appendix I Intersegmental Committee of Academic Senate Representatives 56
Appendix II The Articulation Council of California Board of Directors Liaison Committee on Foreign Language 57
Appendix III Development Committee of the California Foreign Language Competency Project 59
Appendix IV Acknowledgments 61

PREFACE

The Academic Senates of the California Community Colleges, The California State University, and the University of California jointly have developed a Statement on Competencies in Languages Other Than English Expected of Entering Freshmen. The Statement was initially developed by the Articulation Council Liaison Committee on Foreign Language as the first step toward defining guidelines for competency assessment and placement of students in postsecondary foreign language programs in California. The Statement also reflects the growing concern at the small and declining number of college graduates who can converse, read and write acceptably in another language. This trend, if allowed to continue, will result in a citizenry ill-equipped to participate fully and responsibly in an increasingly multicultural, multiethnic, multilingual state and nation, and, in the long run, will adversely affect relations with the world community.

This Statement, like the previously developed Statements on Competencies in English and Mathematics, and on Preparation in Natural Science Expected of Entering Freshmen, is intended to assist students in preparing for college, parents and counselors in advising, and high school teachers and administrators in planning the curriculum.

Phase I of the Statement treats the three languages most commonly taught in California schools, French, German and Spanish. However, the demands of the near future indicate a growing need to include a broader range of languages. It is anticipated, therefore, that a second Statement, Phase II, will be developed that will treat such languages as Chinese, Hebrew, Italian, Japanese, Korean, Latin, Portuguese and Russian.

EXECUTIVE SUMMARY

The objectives of this Statement are twofold — to communicate an increasing need in California for young people to develop skills in languages other than English, and to direct attention to assessing these skills in terms of competency to use the language in realistic situations as opposed to achievement through courses taken or units earned. The Statement recognizes successive stages of competency and describes each stage in terms of communicative tasks that students can be expected to perform.

To these ends, we recommend that high school students planning a baccalaureate education begin developing competency in at least one language other than their own. To prepare to develop their skills as entering college freshmen, students should have attained in high school, or before, a competency level equivalent to *Stage Two*, which is defined herein as the ability to *listen, converse, read* and *write* in the target language with sufficient basic skill, *vocabulary, accuracy* and *cultural awareness* to communicate needs in everyday situations in a culturally appropriate way.

Whereas *Stage Two* is considered an appropriate competency goal within the range of high school programs, the goals are not restricted to that level. A continuum of competency is fully described from *Stage One* through *Stage Four* with reference to competency at each stage in the categories of *comprehension* (listening, reading), *production* (conversation, writing), *cultural awareness, vocabulary control* and *language accuracy*.

The descriptions given of competency levels are intended to serve as guidelines for curriculum development in language programs. They also provide criteria for *rating* functional language ability. This is important because it will make possible the adoption of uniform standards for competency assessment by language programs throughout the state. Competency, rather than the number of courses taken or units earned, should be the basis for placing students in language programs.

INTRODUCTION

The opportunity to learn a foreign language is not lacking to students of California schools and colleges. Regrettably, though, competency in foreign languages has not been an educational objective of high priority in California or in the nation at large. As a consequence, our ability to communicate in other languages and to appreciate other cultures is very limited. Perhaps that could be justified in an era when the population was more homogeneous, less mobile and less dependent on international factors; today, however, it is a shortcoming that increasingly is to our disadvantage.

The purpose of this Statement is to bring the importance of language education into focus and to describe language skills, attitudes and functional abilities that a college-bound student should have in order to get the most out of a college experience and to diminish communication barriers that different languages create.

There are various reasons why students should study another language besides English — the most obvious of which is for personal fulfillment. Many people seek a level of language competency to enhance their enjoyment of foreign travel, to facilitate communication with foreign visitors, to enable them to read and enjoy the literature of another country and to gain insight into the culture of its people.

Language study for cultural reasons has importance that goes well beyond the personal level. It creates understanding and respect for traditions and values different from one's own. It fosters qualities of open-mindedness, intellectual curiosity, objectivity and adaptability — qualities that enable people of diverse cultural and ideological backgrounds to better understand each other. Not only is this important in an international context — it is important within the the borders of the state. As the population of California grows and becomes increasingly diverse culturally, ethnically and in languages spoken, the value of developing cultural awareness becomes increasingly apparent. Cultural awareness is, in fact, an integral part of language instruction.

The study of another language also reveals to students the structure of their own language. That is to say, an important outcome of foreign language instruction is the insight it gives into the structure, history and vocabulary of language that helps students gain a better understanding of and appreciation for their native language. They come to understand historic processes of cultural interaction through the linguistic influences of one language on another. There are also valuable contributions to other subject areas, particularly to the social sciences and the humanities where knowledge of a foreign language adds a valuable dimension.

Economic considerations are major factors in motivating California to pay increasing attention to foreign language instruction. California is part of and dependent on a world economy which demands from its citizens an international perspective on issues of trade, technology, politics, health, environmental safety and education. It has an important stake in the economy of the Pacific Rim, which includes nations in Asia, North and South America. Without the language skills necessary to sustain communication on an international level, California's competitive position in a world economy will deteriorate. As an illustration, the emergence of Japan and Western Germany as economic powers since World War II is due in no small measure to the importance each of these nations has attached to multilingual ability. In comparison, few persons in the United States can read, speak or understand another language at a level high enough to communicate usefully in science, commerce or politics. Although it is probably unrealistic to expect every college-bound student eventually to reach a high stage of fluency in school, this Statement provides a

first in communicating a base for beginning language study, and this initial step must be undertaken if Californians are to improve their linguistic capabilities. A point worth emphasizing is that ability to function in a second language opens doors to non-English speaking cultures, information and achievements of other nations that are available in no other way — and who would not wish to see the youth of today take full advantage of the opportunities they have to open these doors?

Nationally, there is a need for citizens who possess varying levels of competency in foreign languages. For instance, a number of government agencies continually seek people with language skills and expertise in the cultures and the people of various geographic areas. The link between foreign language study and the informational base upon which political consensus and foreign policy decisions are made is vital and should be strengthened. It cannot be argued, however, that only the high levels of language proficiency, as needed by foreign diplomats and advisors justify that level of proficiency for everyone. Every educated person gains and contributes in important ways by having at least some level of language competency. It is important to remember that mutual understanding among peoples derives less from foreign policy and governmental actions than from images projected by the mass media, association through commerce, and people-to-people contact of all kinds.

During their school years, students must be motivated to reach beyond provincial concerns. They should be made aware that economic, social and political forces are inescapable and require people to interact with others in a variety of cultures in ways that cannot be satisfied by relying on the exclusive use of English. Nor can California rely upon a small elite group of language specialists or recent arrivals to work in isolation. A general awareness of other cultures, together with minimal functional skills in a second language, is a growing need for the general citizenry moving toward the 21st century.

FOREIGN LANGUAGE COMPETENCY

State-mandated high school graduation requirements include, at the minimum, completion of one year of courses in either a foreign language or visual and performing arts. However, the State Board of Education's Model Graduation Requirements include the completion of two years of study in the same foreign language. Admission to the University of California likewise requires two years of study in a single foreign language. Beginning in 1988, The California State University will require two years of study in the same foreign language.

Implicit in these requirements is the assumption that, if a student takes a certain number of courses or puts in a specified amount of "seat time," a certain level of proficiency in the target language will be attained. This is a poor assumption. The current Statement on Competencies, in fact, challenges this assumption and proposes that emphasis be given to competency and its assessment rather than to the number of courses or years of accumulated study. The remarks that follow expand on this point.

STATEMENT DEVELOPMENT

Course grades are the traditional academic measures of achievement in learning languages, but they have proven unreliable indicators of ability to communicate in the target language. This is in part due to the diversity of educational goals pursued under identical course titles and descriptions. However, the primary reason for the lack of correlation is the absence of consensus as to what should define performance and achievement at various levels.

Development of clearly defined statements of communicative proficiency has come, of necessity, from outside the sphere of education. Years ago the federal government began to establish such descriptions in order to staff positions requiring varying levels of language ability. Recognizing the value of common definitions of competence, the American Council on the Teaching of Foreign Languages (ACTFL), and the Educational Testing Service (ETS), working with the testing descriptions developed by the United States Government Interagency Language Roundtable (ILR), initiated efforts to forge a consensus among language educators regarding proficiency standards appropriate to traditional settings.

The need to describe successive measurable stages of language competencies prompted the project here described. Initial studies by the Articulation Council Liaison Committee on Foreign Languages, undertaken in 1976, found no uniformity of placement procedures among postsecondary institutions. Not even an area perceived to be as central to language instruction as vocabulary was standardized. Among twenty-eight elementary and intermediate German texts examined, less than five percent of the total words listed were common to all texts. Subsequent studies revealed that student perceptions of what was expected in postsecondary programs varied greatly. Also, there was no consensus among secondary school teachers as to student performance expected at the postsecondary level. A survey of colleges and universities giving credit through Advanced Placement examinations revealed that credit given for the same score varied significantly from one institution to another. Studies such as these clearly demonstrated the need for a careful review of the articulation process among segments concerning foreign language assessment and placement procedures.

The outcome of these surveys was the initiation of The California Foreign Language Competency Project, the primary objective of which has been to develop criteria for various levels of competency in the four linguistic skills (listening, reading, speaking and writing), in accuracy (correctness) of usage, and in cultural awareness. The competencies are defined as developmental stages on a continuum. At the beginning stage is the capacity to comprehend and convey only rudimentary information; at the more advanced stages is the ability to sustain dialogue in the target language on complex issues with adequate awareness of culture-specific connotations.

RECOMMENDATIONS

A minimum of two years of study in the same foreign language is presently required for entrance to the University of California, and, beginning in 1988, to The California State University. For this reason, and for others already stated, *high school students planning a baccalaureate education should be developing competency in at least one language other than their own.* In fact, students should begin language study as early as possible and continue through high school. Those who enter college with a good command of skills in a second language will find open to them many course options and opportunities such as internship programs, research, travel and study abroad, that would not otherwise be available.

What do we mean by language competency? Competency in another language is the creative ability to use that language in unrehearsed situations in culturally appropriate ways. As students develop competency, they should be able to put their language skills to use in an increasing range of tasks, from basic "survival" in another cultural environment to travel, work or study abroad, and to a level adequate for an appreciation of the literature and the culture represented by that language. The skills to be developed include the categories of *comprehension* (listening and reading), *production* (conversation, writing), and *cultural awareness, as well as vocabulary control and language accuracy*.

Appropriate goals are described in this Statement as *Stages One, Two, Three* and *Four*. By setting attainable goals, programs can and should build positive and realistic expectations expressed in terms of student performance outcomes. *Students should have attained, as the least, the competencies described hereinafter as Stage Two at the time of college entrance as freshmen.*

A student with *Stage Two* competency has the basic skills necessary to survive in another cultural setting. This stage is also the basis for the development of more advanced language skills associated with critical thinking and cultural awareness. Students who reach *Stage Two comprehend* messages concerning everyday needs, events and activities. Comprehension includes *listening to* and *understanding* the point of a conversation, directions and phone messages. They can get the gist of weather reports, as well as radio and television news broadcasts. *Stage Two* competency includes reading a variety of authentic materials: signs, public announcements, captions, directions, classified advertisements, cards, letters, descriptions, short essays and narratives.

Students who reach *Stage Two can participate in conversations* set in everyday situations. They can make basic observations and provide basic information. They can respond appropriately to common greetings, questions, remarks and requests. They are also able to transmit information in *writing*, as in lists, biographical information, short messages, outlines or notes, simple descriptions and narratives. They can create sentences in conversation and in writing. In summary, they can exhibit basic skills for interacting effectively with native speakers of the language.

The majority of secondary school teachers surveyed across the state have indicated that *Stage Two* competency can be attained by motivated students in two years of high school instruction. There will, of course, be some students who will need longer than two years and others who will attain higher stages of competency than *Stage Two*. We recognize also that each program has to establish its own pace — determined by the variables of the particular program. *Nevertheless, we recommend that tests be administered during the junior year in high school to determine whether students are likely to reach Stage Two by the time of admission to a postsecondary program.* Students and parents should be counseled accordingly, based on the test results.

Foreign language placement procedures in California, as elsewhere, commonly have been based on time spent in courses. Yet we find little uniformity among postsecondary institutions in counting course equivalencies for placement purposes or taking into consideration time elapsed since the last course was taken. In principle, effective statewide articulation could be assured simply by adopting a uniform system of course-time equivalencies. But formulas equating years of high school study with semesters or quarters in college do not guarantee equivalence in content or approach. "Seat time" fails to address the experience that the student has had. It does not tell how well the student can function in the language. Therefore, *we recommend that competency, rather than the number of courses taken or units earned, be the basis for placing students in language programs*. Competency assessment, rather than achievement testing, is a more valid means of rating a student's ability in terms of functional use of the language. *We urge schools to adopt competency assessment as a goal to measure students' language abilities.*

Competency assessment is appropriate when students enter or complete a program or move from one program to another. It is a meaningful way to provide for "testing out" of a requirement. It is applicable to all segments of education and, at the college level, can aid in the selection of students for work or study abroad, in qualifying candidates for the teaching credential, or admitting students to special purpose graduate or research programs. As acceptance of competency grows, it should be possible to utilize it at the interface between academic programs and career positions in which language and cultural sensitivity play a role. Implied in this goal is an analysis of language needs in California business, industry, agriculture, the professions and government, as well as in teaching and research.

The challenge is to implement competency language programs at all levels of instruction in California through cooperative projects among high school, college and university faculty.

RELATED STATEMENTS

Development of the skills, attitudes and functional abilities recommended here is supported in parallel publications prepared by the California State Department of Education. These are the *Model Curriculum Standards, Grades Nine Through Twelve for Foreign Language*, and *Handbook for Planning an Effective Foreign Language Program*. The *Model Curriculum Standards (MCS)* and this *Intersegmental Statement on Competencies (ISC)* have major features in common. Both Statements focus on the functional use of language and emphasize comprehension, production and cultural awareness. Both Statements are developed from the same premise, that language instruction at all levels must prepare students to function effectively in the language and the culture. The MCS describe instructional concepts and practices which lead students to become proficient in using a foreign language, whereas the ISC describes a continuum along which students move as they develop second-language proficiency.

Both documents are based on the same fundamental principles:

- The standards of language proficiency are stated in terms of comprehension, productive skills and cultural awareness.
- The major purpose for learning a foreign language is to use it as a means of communication.
- The most effective way of learning a foreign language is to spend significant amounts of time engaging in communication.
- The most effective way of assessing students' progress is to describe their ability to use the language in terms of standardized, graded descriptions of communication proficiencies, as opposed to citing length of time spent in language courses or grade received.

At a national level, there are pertinent publications developed by the College Board: *Academic Preparation for College* (the Green Book, 1983) and *Academic Preparation in Foreign Language: Teaching for Transition from High School to College* (1986). These publications seek to clarify and specify learning outcomes expected of students preparing for college programs. The emphasis with respect to foreign language instruction, as in the *Model Curriculum Standards* and the *Intersegmental Statement on Competencies*, is on functional use of languages and realistic cultural awareness. Proficiency, and the levels thereof that should be attained, are described in terms of the four language skills — listening, reading, speaking and writing. The interrelationship of language and culture is an important theme, in recognition of the increasing bilingualism and biculturalism of our fellow citizens. Foreign language preparation is also put in the context of the *Basic Academic Competencies* necessary for study and skill development in all the basic subject areas.

The desired outcomes of foreign language instruction described in these publications cannot, however, be measured by traditional tests. The present College Board Tests are basically achievement tests which reflect the curriculum patterns currently prevailing in the majority of secondary schools. As the curriculum shifts away from the traditional "time spent in classes" toward *outcomes* of instruction, as proposed in the College Board's "Green Book," tests must be developed to assess this new focus. These new tests will seek to provide information about a student's level of competency and provide a method of reporting that competency as it relates to the desired student performance outcomes.

DESCRIPTION OF COMPETENCIES
STAGES 1 — 4

COMPETENCY ASSESSMENT

Assessing competency in a language is not the same as testing achievement. Achievement tests are constructed to check mastery of some discrete body of material; for example, as a quiz on a textbook lesson, or an exam on what has been covered in a course. They are useful ways of providing students, teachers and parents with feedback at regular intervals, but they typically test for specific, often unconnected elements of language. A competency test, on the other hand, is a holistic assessment of what the student can actually do with the language in unrehearsed situations. The student's response to a testing prompt is not simply right or wrong; it is indicative of a *stage of competency* and helps define the student's performance level.

By way of illustration, imagine this test: "Demonstrate the ability to swim two lengths of the pool." This is a *competency* test. It addresses what can be done *now* — not whether swimming lessons were ever taken. It does not ask how the ability to be demonstrated was acquired, or how long it took to acquire this ability. In one version of this test, it would not matter if the only demonstrated skill was the dog-paddle, provided it got the candidate to the end of the pool and back. Another version, though, might specify certain swim strokes to be employed, each of them accurately and in consistently good form, while also keeping up speed. And the candidate might be required to show ability to use swimming skills to carry out certain tasks — as a lifeguard, for example, or to right a capsized canoe. In this latter version, the notion of *stages* of competency enters the picture: rating will be based on *how well* the candidate swims and how effectively the tasks assigned are performed.

Sample test items have been included in the descriptions of competencies in order to illustrate a *range* of possible testing procedures. Currently there are two predominant approaches to competency testing. On the one hand, a sample prompt is developed to illustrate a given stage, such as "List the things you have in your room" (an appropriate prompt for *Stage One*). Within each stage there is a range of abilities, and the nature of the student's response establishes whether the student places within the anticipated range. On the other hand, it is possible to provide a more general prompt, such as "Would you please describe this room?" In this case, the nature of the candidate's response places the student at a specific *stage* of competency and possibly also at a *range* therein.

The descriptions that follow are intended as guidelines. Each stage is described in terms of communicative tasks with representative examples. Each section is preceded by a summary that captures the essence of that stage within the five categories of competency: *Comprehension, Production, Cultural Awareness, Vocabulary Control* and *Language Accuracy*. The summaries include extracts from the *Proficiency Guidelines* published in 1986 by the American Council on the Teaching of Foreign Languages (ACTFL). *Stage Five* included among the descriptions on Comprehension provides a transition from this Statement to the ACTFL Guidelines and to those developed by the United States Government's Interagency Language Roundtable (ILR).

COMPETENCY CATEGORY: COMPREHENSION

Comprehension is the ability to use the receptive skills — listening, watching, reading — to understand language in context.

Comprehension develops rapidly when students are given ample opportunity to hear and see the target language used in meaningful situations. For most students, comprehension will outstrip the productive skills of speaking and writing. At the same time, comprehension serves as the springboard for production by enabling the student to internalize the target language.

A. LISTENING COMPREHENSION

STAGE 1

ACTFL: The Novice level is characterized by the ability to understand high-frequency, learned material.

Demonstrate basic comprehension with an 800-1,600 word passive vocabulary (refer to category V):

1. Follow a series of basic oral instructions requiring non-verbal response, as in a Total Physical Response activity.

2. Understand a short, spoken dialogue or incident (related) and answer questions about it in English, or respond to Multiple Choice (M-C) items testing content only.

STAGE 2

ACTFL: The Intermediate level is characterized by the ability to:

- understand high frequency situations in face-to-face conversations;
- understand routine speech such as telephone conversations, simple announcements, and reports over the media; and
- understand some connected discourse on a number of topics.

Demonstrate comprehension of general topics by getting the gist of main ideas in natural, spoken conversation using a 1,000-3,000 word vocabulary. Note: M-C items testing content only.

1. Distill information from connected discourse such as in a weather report — listen and determine a general forecast.
2. Follow directions to common destinations — how to get from one place to another.
3. Follow a broadcast or watch commercials to get the message.
4. Take down basic information, e.g., phone messages — name, address, time.

STAGE 3

ACTFL: The Advanced level is characterized by the ability to:

- understand main ideas and details on a variety of topics beyond the immediate situation; and
- understand description and narration, including interviews, short lectures on familiar topics and news items and reports dealing with factual information.

Demonstrate ability to understand a variety of spoken texts on familiar topics, using a 2,400-4,500 word vocabulary. Note: M-C items testing content only.

1. Current events — familiar topics joined together, continuous speech when points of reference are changed (time, place, perspective).
2. Understand normal speech (of a fluent speaker) on most general topics, casual current events, everyday survival topics.

STAGE 4

ACTFL: The Superior level is characterized by the ability to:

- understand main ideas of all speech in standard dialect, including technical discussions in a field of specialization, and
- understand idioms, colloquialisms and register shift.

Demonstrate ability to understand accurately main ideas and concepts after listening to a text on non-familiar topics within the range of a 3,500-6,000 word vocabulary. Note: M-C items testing content only.

1. Contrast points of reference or compare two different speakers on same topic.
2. Obtain detailed information on the phone such as changed arrangements depending on conditions.

STAGE 5

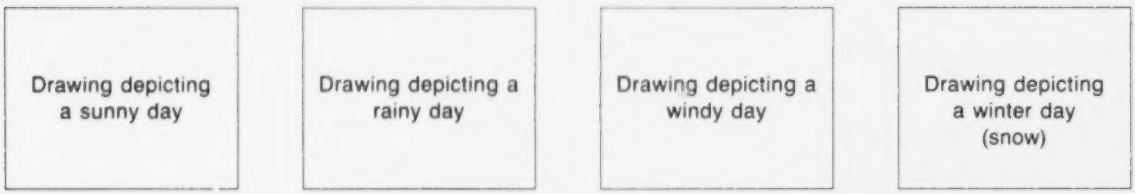
ACTFL: The Distinguished level is characterized by the ability to:

- understand all forms and styles of speech tailored to different audiences.

For additional information on this and higher stages, consult the United States Government's Interagency Language Roundtable Guidelines.

SAMPLE TEST ITEMS

Drawings are provided that could be related to the same topic; for example, weather. Students listen to a statement and mark the correct answer on the answer sheet.


Drawing depicting a sunny day
Drawing depicting a rainy day
Drawing depicting a windy day
Drawing depicting a winter day (snow)

A **B** **C** **D**

French

Stage 1 Il pleut toujours beaucoup au printemps. (B)

Stage 2 Avec ce temps il faut aller à la plage. (A)

Stage 3 Si cela continue, je téléphonerai pour faire réparer mon toit car j'ai peur qu'il y ait des fuites importantes. (B)

German

Stage 1 Im Frühling regnet es viel. (B)

Stage 2 Seit drei Tagen regnet es ungewöhnlich viel und ich hoffe, daß es nicht durch mein Dach regnet. (B)

Stage 3 Falls es morgen nicht aufhört zu regnen, werde ich anrufen, um mein Dach reparieren zu lassen. Ich befürchte, daß es durchregnet. (B)

Spanish

Stage 1 Hace mucho frío hoy. (D)

Stage 2 Aquí siempre llueve mucho en la primavera. (B)

Stage 3 Hace tres días que no deja de llover y se teme que vamos a tener serias inundaciones. (B)

STAGES 1-4

In each of the following examples, the student listens to a short conversation and responds to questions about the conversation.

STAGE 1

French

Waiter: Bonjour, Monsieur. Ça va aujord'hui?

M. Durand: Oui, très bien, mais je suis très pressé et j'ai très faim. Est-ce que vous pouvez me servir vite?

Waiter: Bien sûr, Monsieur. Voulez-vous le plat du jour et un rosé comme d'habitude?

M. Durand: Oui, merci.

German

Waiter: Schmeckt es Ihnen, mein Herr?

Mr. Koch: Ehrlich gesagt, nein. Die Suppe ist kalt.

Waiter: Das tut mir leid, ich werde Ihnen sofort eine neue bringen.

Mr. Koch: Vielen Dank.

Spanish

Waiter: ¿Todo está bien, señor?

Mr. Gómez: Francamente, no. La sopa está fría.

Waiter: Lo siento, señor. Déjeme traerle otra.

Mr. Gómez: Gracias.

Where does this conversation take place?

a. In a doctor's office.
b. In a supermarket.
c. In the speaker's home.
d. In a restaurant.

STAGE 2

French

Henri: Bonjour. Excuse-moi, je suis en retard parce que j'ai parlé avec mon professeur de français après le cours.

Simone: Cela n'a pas d'importance. Nous avons le temps de déjeuner ici. Après nous irons au cinéma.

Henri: Appelons le garçon! Je vais prendre une omelette, une salade et des frites. Je vais boire une bière.

Simone: Moi, je préfère manger un bifteck et boire du vin rouge. Quel film veux-tu aller voir?

Henri: Un film français car j'étudie cette langue.

Simone: Moi aussi parce que je m'intéresse à la culture de ce pays.

Questions:

1. Où se passe cette conversation?

a. A l'université?
b. Dans un restaurant?
c. A la maison?
d. En Italie?

2. Que vont faire les étudiants après le déjeuner?

a. Partir pour l'Italie?
b. Rentrer chez eux?
c. Aller á l'université?
d. Aller au cinéma?

German

Frank: Hallo, Sabine. Es tut mir leid, daß ich zu spät komme, aber ich habe nach der Vorlesung noch mit meinem Italienischprofessor gesprochen.

Sabine: Hallo, Frank. Das macht nichts. Wir haben noch genug Zeit zum Essen bevor wir ins Kino gehen.

Frank: Laß uns den Kellner rufen. Ich werde ein Omelett, einen Salat und Pommes Frites essen. Zu Trinken möchte ich eine Cola.

Sabine: Ich nehme lieber ein Schnitzel und ein Glas Orangensaft. In welchen Film möchtest Du gehen?

Frank: Am liebsten in einen italienischen Film, da ich ja Italienisch studiere.

Sabine: Das ist eine gute Idee, ich interessiere mich auch für italienische Filme.

Questions:

1. Wo findet das Gespräch statt?

a. an der Universität
b. in einem Restaurant
c. zu Hause
d. in Italien

2. Was machen die Studenten nach dem Essen?

a. nach Italien fahren
b. nach Hause gehen
c. zur Universität gehen
d. ins Kino gehen

Spanish

Silvia: ¿Ya tienes todo listo?

Marta: Sí, ya facturé el equipaje y me asignaron el asiento.

Silvia: ¿Sabes cuánto dura el vuelo?

Marta: Unas cinco horas. Pero entre la comida y la película, el tiempo pasa rápido.

Silvia: Y esta noche estarás de nuevo con tu familia. Te vamos a extrañar mucho. Pero como tú dices, el tiempo pasa rápido y el año que viene volverás a visitarnos durante el verano.

Questions:

1. ¿Dónde tiene lugar esta conversación?

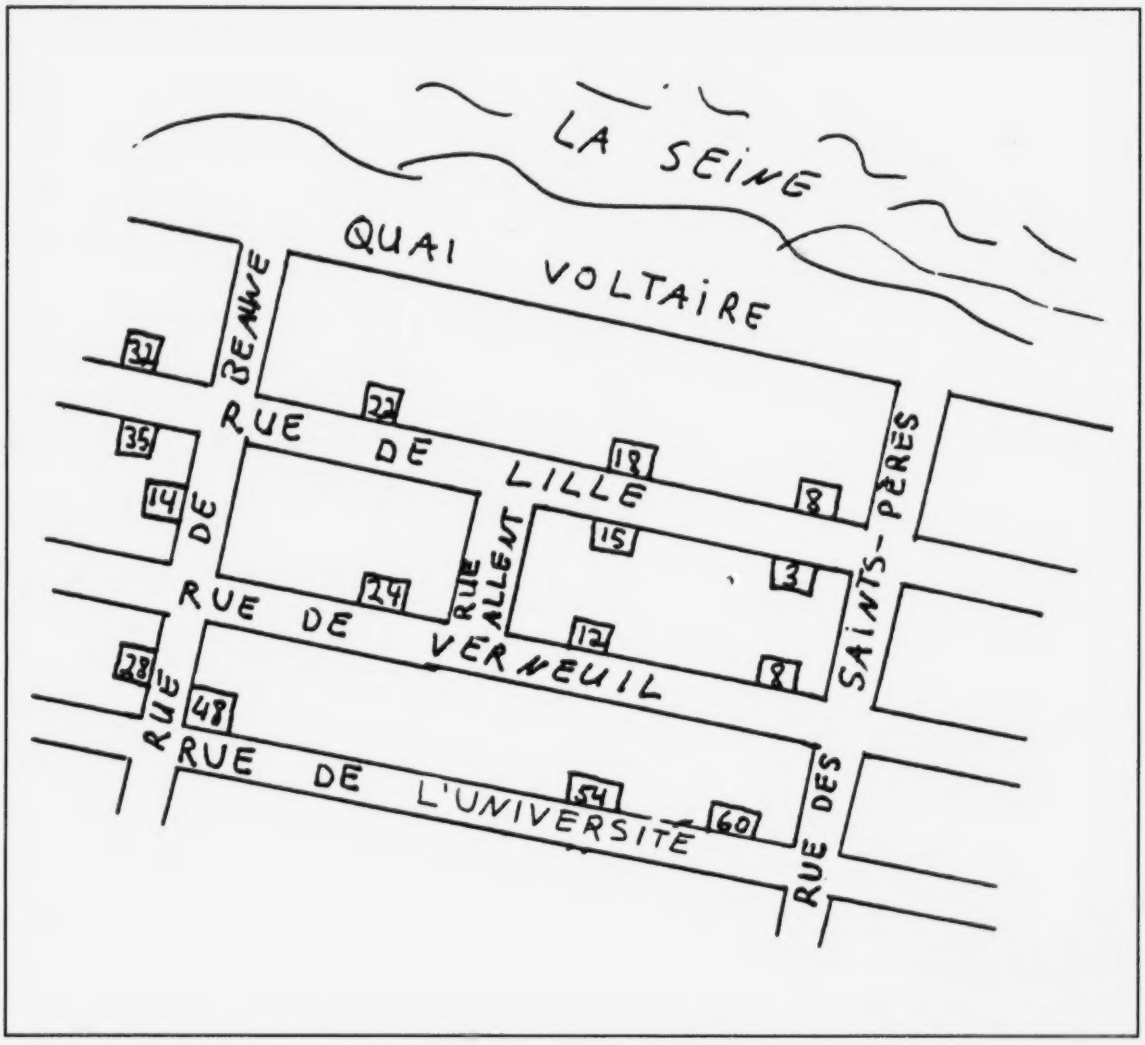
a. En una escuela
b. En un aeropuerto
c. En un cine
d. En un restaurante

2. ¿Qué planes tienen las chicas para el futuro?

a. Estudiar en la misma escuela
b. Ir a comer fuera
c. Comprar unas maletas
d. Reunirse el año próximo

STAGE 2

French

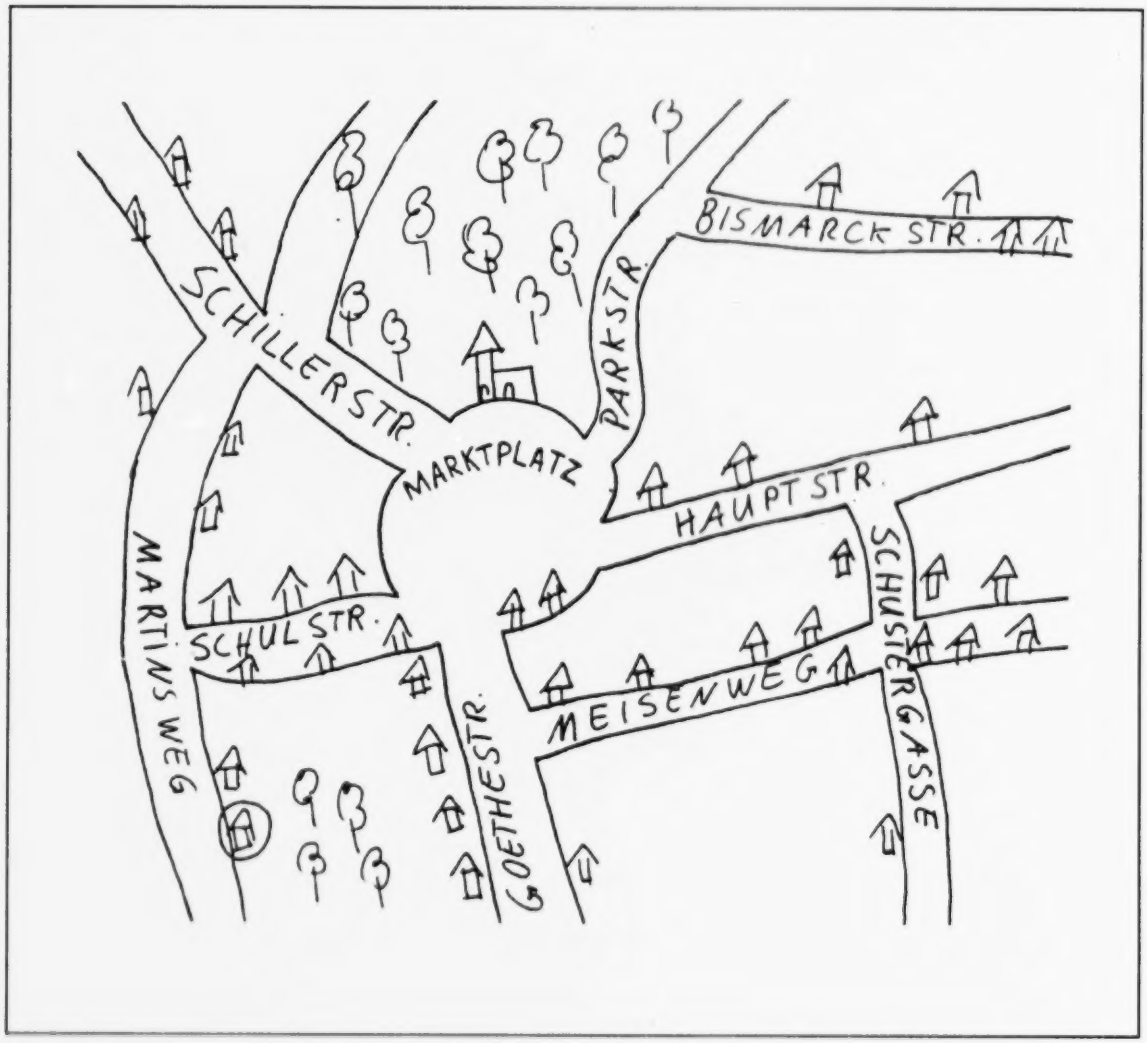


Recorded Directions:

Vous habitez au 54 rue de l'Université. Vous allez chez Monique. Vous sortez de chez vous. Tournez à gauche dans la rue des Saints Pères. Puis allez jusqu'à la rue de Verneuil. Tournez à gauche dans cette rue. Passez la rue Allent. Tournez à droite dans la prochaine rue, puis dans la première rue à gauche. La maison de Monique est à droite dans cette rue.

Answer: le numéro 32 Rue de Lille.

German



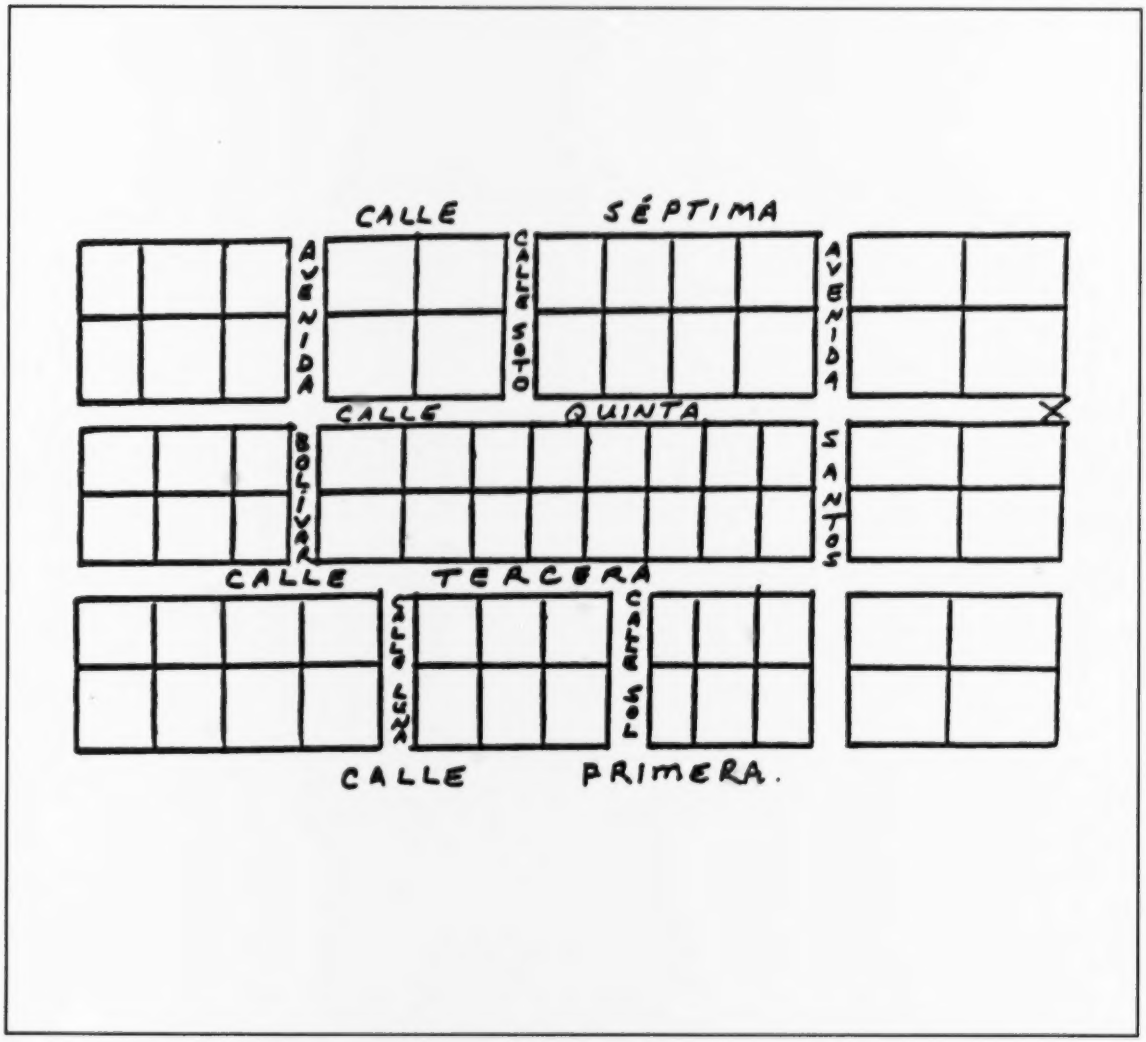
Recorded Directions:

Folge der Wegbeschreibung und ziehe eine Linie von deinem Haus zu Monikas Haus. Markiere Monikas Haus mit einem X.

Gehe bis zur Schulstraße. Biege in die Schulstraße ein und gehe bis zum Marktplatz. Überquere den Marktplatz und biege in die Hauptstraße ein. Gehe geradeaus bis zur Schustergasse und biege dort rechts ein. Gehe geradeaus und biege dann links in den Meisenweg ein. Monikas Haus ist das zweite Haus auf der rechten Seite.

Spanish

You will hear directions for getting from point X to the Montalvo's home. Follow the directions by drawing a dotted line on the map below.



Recorded Directions:

Siga derecho por la calle Quinta hasta la Avenida Bolívar. Allí debe doblar a la izquierda. Camine una cuadra hasta la calle Tercera. Doble a la derecha en la calle Tercera. La casa de los Montalvo es la segunda casa a la derecha.

STAGE 3

You are going to hear a telephone conversation in which the caller leaves a message. Using the space below, write the message that you hear. You will then answer questions about the information you have recorded.

French

Date: _____ Heure: _____

Pour: _____

Pendant votre absence

M./Mme _____

Téléphone: _____

MESSAGE: _____

_____

_____

Urgent: _____

Mlle. Dodu: Allô! Direction Société Générale.

M. Durant: Bonjour. Est-ce que je peux parler au directeur M. Dupont?

Mlle. Dodu: Il est absent pour le moment. Je suis sa secrétaire Mlle. Dodu. Voulez-vous lui laisser un message?

M. Durant: Euh . . . à quelle heure sera-t-il de retour mademoiselle?

Mlle. Dodu: C'est difficile à dire. Il est allé à un déjeuner d'affaire avec un client important. Je ne sais pas s'il reviendra avant la fermeture.

M. Durant: Bon. Pouvez-vous lui didre que M. Durant a appelé. Je viendrais le voir demain vers 14 heures. C'est au sujet du portefeuille de Madame Baron. Si par hasard il n'était pas libre il pourrait m'appeler au bureau demain matin entre 9 heures et midi au 93-34-57-22.

Mlle. Dodu: D'accord. Je lui transmettrai votre message.

M. Durant: Merci, au revoir, Mademoiselle.

Mlle. Dodu: Au revoir, Monsieur.

24

Questions:

1. With whom does the caller wish to speak?

a. With Monsieur Dupont.
b. With Madame Baron.
c. With Monsieur Durant.
d. With Mademoiselle Dodu.

2. Where can the caller be reached?

a. At home.
b. At Madame Baron's house.
c. At Monsieur Dupont's office.
d. At Monsieur Durant's office.

3. When can the caller be reached?

a. Until 9:00 a.m.
b. After noon.
c. Between 9:00 a.m. and noon.
d. At noon.

4. At what number can the caller be reached?

a. 93-34-60-32
b. 83-34-57-22
c. 93-34-55-22
d. 93-34-57-22

German

NOTIZ

Datum: _____ Uhrzeit: _____

Nachricht für: _____

von Herrn/Frau/Frl.: _____

von Firma: _____

_____

war hier: hat angerufen:

erbittet Rückruf unter Tel.: _____

ruft wieder an am/um: _____

kommt wieder am/um: _____

Nachricht: _____

_____

Aufgenommen von: _____

Recorded Conversation:

Secretary: Hallo!

Frank Merten: Hallo, Frank Merten am Apparat. Kann ich bitte Herrn Schmidt sprechen?

Secretary: Herr Schmidt ist heute morgen nicht in der Firma. Möchten Sie eine Nachricht hinterlassen?

Frank Merten: Mmmh . . . können Sie mir bitte sagen, wann er zurückkommt?

Secretary: Leider nicht vor 15:00 Uhr.

Frank Merten: Richten Sie ihm bitte aus, daß Herr Frank Merten von der Firma Horten angerufen hat. Ich bin in meinem Büro heute bis um 17:00 Uhr. Herr Schmidt soll mich bitte dringend zurückrufen. Meine Telefonnummer ist 27-49-93. Es handelt sich um unser Treffen in Hamburg.

Secretary: So . . . noch etwas?

Frank Merten: Nein das ist alles. Vielen Dank und auf Wiederhören.

Secretary: Auf Wiederhören, Herr Merten.

Questions:

1. With whom does the caller wish to speak?

a. Frank Merten
b. Mr. Schmidt
c. Mrs. Schmidt
d. Mrs. Horten

2. Where can the caller be reached?

a. At home
b. In Hamburg
c. At the Schmidt's
d. In the office

3. When can the caller be reached?

a. Until 7:00 p.m.
b. Until 5:00 p.m.
c. After 3:00 p.m.
d. After 5:00 p.m.

4. At what number can the caller be reached?

a. 49-93-27
b. 27-49-93
c. 93-49-27
d. 94-39-72

Spanish

de _____ compañia _____

☐ que ud. le llamara
☐ que ud. pase
☐ llamará despues
☐ vendrá a verlo

mensaje _____

_____

_____

☎ _____ fecha _____ hora _____ recibio _____

para: _____

28

Recorded Conversation:

Sra. Carrera: Bueno.

Andrés Pérez: Con Sergio Carrera, por favor.

Sra. Carrera: Sergio no está. ¿Desea dejar un recado?

Andrés Pérez: A ver . . . ¿Podría decirme a qué hora regresa?

Sra. Carrera: No estará de vuelta hasta después del mediodía.

Andrés Pérez: Entonces si me hace el favor de decirle que llamó Andrés Pérez. Estoy en casa de Yolanda Ledesma. Que me llame lo más pronto posible. Es urgente. El número es 27-49-93. Estaré aquí hasta las 4:30.

Sra. Carrera: Cómo no, señor. ¿Algo más?

Andrés Pérez: No. Es todo. Gracias, señora, y adiós.

Sra. Carrera: Adiós, señor Pérez.

Questions

1. With whom does the caller wish to speak?

a. With Andrés Ramírez.
b. With Sergio Carrera.
c. With Yolanda Ledesma.
d. With the person who answered the phone.

2. Where can the caller be reached?

a. At home.
b. At Sergio's house.
c. At Yolanda's house.
d. At Andrés' house.

3. When can the caller be reached?

a. Until 4:30.
b. After 4:30.
c. The following day.
d. Only before noon.

4. At what number can the caller be reached?

a. 27-47-93
b. 93-27-49
c. 29-47-93
d. 27-49-93

STAGE 3

You will now listen to a discussion between a husband and wife as they decide where to put the furniture in the living room of their new home. Use the floor plan below to record the outcome of their conversation. You may take notes on the sheet provided.

Now break the seal, and turn the page. Mark the letter on your answer sheet that corresponds to the arrangement of the living room that the husband and wife have agreed to.

STAGE 4

Students listen to a fairly sophisticated oral presentation, such as an interview, debate, or news commentary. They then answer questions on the content of the material. To orient them, before they listen there should be a brief statement about the content of the stimulus material. Perhaps they could hear or see the questions (but not the choices) as well. Then they could again break the seal and turn the page to answer multiple-choice questions on the content of what they have heard.

B. READING COMPREHENSION

STAGE 1

ACTFL: The Novice level is characterized by the ability to:

- recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters;
- understand learned material such as standardized messages, phrases or expressions; and
- derive meaning from high frequency material supported by the situational context.

Demonstrate comprehension in a selection of written texts on familiar topics, incorporating an 800-1,600 word vocabulary.

1. Answer content questions in English.
2. M-C items testing content only.

Demonstrate awareness of strategies for vocabulary expansion.

STAGE 2

ACTFL: The Intermediate level is characterized by the ability to:

- understand main ideas and/or some facts in connected texts dealing with immediate needs;
- understand basic information in material intended for a wide audience; and
- understand main ideas in description and narration in texts dealing with personal interest and/or knowledge.

Demonstrate comprehension of brief passages of contemporary, everyday edited prose, incorporating a 1,000-3,000 word vocabulary.

1. Answer content questions in the target language to be evaluated for **content** only and **not structural accuracy**.
2. M-C items testing content only.

Demonstrate awareness of strategies for vocabulary expansion.

STAGE 3

ACTFL: The Advanced level is characterized by the ability to:

- understand main ideas and facts of longer texts, including simple short stories, news items, personal correspondence and simple technical material written for general readers; and
- follow essential points in ideas of special interest or knowledge.

Demonstrate accurate reading comprehension of material of a cultural and/or literary nature, using a 2,400-4,500 word vocabulary; answer content questions in target language.

1. Answer content questions in the target language with the answer to be evaluated for content and structure.
2. M-C items testing content only.

Demonstrate general comprehension of a piece of material, using a 2,400-4,500 word vocabulary.

1. Answer content questions in English.
2. M-C items testing content only.

Demonstrate awareness of strategies for vocabulary expansion.

STAGE 4

ACTFL: The Superior level is characterized by the ability to:

- read at normal speed expository prose on unfamiliar subjects, including a variety of literary texts: and
- read texts independent of subject matter knowledge.

Demonstrate comprehension of authentic material of a topical, cultural or literary nature, using a 3,000-6,000 word vocabulary.

1. Discuss in English (or in target language) salient points of content material.
2. Evaluate the ideas by responding to matching M-C items, by participating in an oral discussion or by developing a written paragraph.

Demonstrate awareness of strategies for vocabulary expansion.

STAGE 5

ACTFL: The Distinguished level is characterized by the ability to:

- read fluently and accurately most styles and forms pertinent to academic and professional needs;
- relate inferences to real-world knowledge;
- understand almost all socio-linguistic and cultural references and any subject matter directed to a general reader; and
- Follow author's intent in sophisticated editorials, specialized journal articles, literary text such as novels, plays and poems.

For additional information on this and higher stages, consult the United States Government's Interagency Language Roundtable (ILR) Guidelines.

SAMPLE TEST ITEMS

STAGE 1

French

Read the following questions and ads, and then mark the answers on the sheet provided.

1. You know that French wines are superb. Where would you go to buy some good wine? (ECO)
2. You want to rent a tuxedo to go to the opera in Paris. At which establishment would you rent it? (AU COR DE CHASSE)

German/Spanish

1. You have heard that shoes are a good buy in Germany/Mexico. To which of the following business establishments would you go?

2. Your white sweater needs to be sent to the cleaners. To which establishment would you take it?

A

J. Seiter
Früchte, Gemüse,
Konserven, etc.
Schlossstr. 3

B

T. Brendel, Schuhmacher
Schuhmoden für Damen,
Herren, Kinder
Alle Grössen
Hauptstr. 4

C

Baum & Sohn
Möbelgeschäft
Grosse Auswahl an Küchenmöbeln
Ratenzahlung möglich
Schillerstr. 13

D

Wäscherei & Reinigung
Irene Stock
Wir reinigen Kleidung aller Art
Schnellservice
Goethestr. 9

A

M. PEREZ
Abarrotes, carnes frescas, frutas,
legumbres, etc.
Avenida Insurgentes, 22

B

J.V. ORTIZ, CALZADO
La tienda de mejores precios
Estilos y números para damas,
caballeros y niños
Avenida Juárez, 100

C

MUEBLERIA RUIZ
Y HERMANOS
Gran variedad de estilos
en juegos de comedor
Facilidades de pago
Calle 5 de mayo, 38

D

Lavandería Tintorería
GOMEZ
Especialidad en lavado
y limpieza de ropa
Servicio rápido
Calle 17, Sur

STAGE 2

French

You are American and you speak French and German. You are looking for a very responsible position. You already have an engineering degree and are in an administrative position. You want to live in Paris but travel around France. Which one of the following advertised jobs matches your interest and abilities?

(DIRECTEUR FILIALE FRANCE, MACHINES-OUTILS)

Réussir une carrière dans le Marketing.

Notre entreprise est leader dans son domaine d'activité : l'édition et la commercialisation de logiciels pour micro-ordinateurs de grande diffusion.

Notre réussite s'appuie sur une structure souple et dynamique.
Notre Direction Marketing recherche aujourd'hui deux jeunes chefs de produit.

Votre mission : gérer et développer une gamme de logiciels.

Chef de Produit

logiciels à usage professionnel H/F

Votre profil :
- formation universitaire ou école de commerce
- une première expérience en entreprise sera appréciée
- attirance pour l'informatique. Compétences techniques non indispensables. Formation interne assurée
- goût du contact, qualité d'autonomie et d'imagination.

Réf. E.102.1

Chef de Produit Export

TRILINGUE allemand-anglais H/F

Votre profil :
- formation universitaire ou école de commerce
- une bonne connaissance en entreprise sera appréciée
- maîtrise parfaite de l'allemand et de l'anglais
- attirance pour l'informatique. Compétences techniques non indispensables. Formation interne assurée
- goût du contact et qualité d'autonomie.

Réf. E.102.2

Merci d'adresser votre candidature, en précisant la référence à notre conseiller, Roland Chabrier

ornicar 13, rue Royale 75008 Paris

Directeur filiale France

bilingue allemand

Machines-outils

Société allemande de machines-outils recherche le **Directeur de sa filiale de vente** en France.

C'est un professionnel de la branche, avec une formation supérieure d'ingénieur, habitué à diriger, homme de dialogue, bien organisé, esprit de vendeur, bon gestionnaire.

Il sera responsable de l'ensemble des activités de la société sur le marché français.

Pour le dialogue avec la maison-mère, il devra maîtriser la langue allemande.

Merci d'adresser C.V. + lettre manuscrite + photo, sous la référence 2549, à

Conseillers de Direction franco-allemands
Klaus W. Herterich

44, rue La Boétie
75008 PARIS
Téléphone : 45.63.49.24

interconseil

CASABLANCA

DIRECTEUR D'UNITE

230 000 + avantages

Notre groupe fabrique et diffuse des biens d'équipements industriels, destinés à l'agro-alimentaire, sur l'ensemble du territoire national où nous sommes leader.
Pour assurer la conquête du MARCHE MAROCAIN, nous recrutons le Directeur de notre usine de CASABLANCA (10 M. CA).

Ce challenge s'adresse à un Cadre de haut niveau (minimum 35 ans, formation supérieure) justifiant d'une expérience de direction d'unité, capable d'animer une équipe de 20 personnes et d'assurer les activités commerciales, administratives et techniques.

Il «rapporte» mensuellement à la Direction Générale FRANCE.
Voiture de société - logement de fonction.

Merci d'adresser votre dossier de candidature S/Réf. 42576 à Contesse Publicité - 74 rue Bechevelin - 69363 LYON Cédex 07.

CONTESSE

TRES IMPORTANTE ENTREPRISE COMMERCIALE recherche

SPECIALISTE IMPORT H/F

Pour assurer le support administratif des opérations d'importation (douanes, transitaires, banques, etc.).
Age d'environ 30 ans, ayant une bonne connaissance de l'anglais, le candidat aura une très bonne expérience dans ce domaine avec les pays d'Extrême-Orient.
Poste localisé dans une très agréable ville du Centre-Est.

Merci de faire parvenir votre candidature avec CV et photo si possible, en précisant vos prét. de rémunération sa réf. 81059 à Contesse Publicité 5, place du Corbeau, 67000 Strasbourg, qui transmettra.

CONTESSE

BEST COPY AVAILABLE

German/Spanish

You are a student 18 years of age or older who has been studying German or Spanish for two years. You enjoy dealing with people and are looking forward to a career in business. You are seeking a summer job. Which one of the following advertised jobs best matches your interest and abilities?

A

VOLKSBANK
Suchen: Kassierer
Möglichst Berufserfahrung
Nur Bewerber über 18 Computerkenntnisse von Vorteil
Sprachen: Englisch-Deutsch
Tel.: 45-67-87

B

REPARATURWERKSTATT
Suche Mechaniker, der Erfahrung mit ausländischen Fahrzeugen und Dieselmotoren hat.
Flexible Arbeitszeiten
Tel.: 78-56-76 von 8:00-19:00

C

KAUFHOF
Suchen Verkäufer/in für unsere Lebensmittelabteilung mit Verkaufserfahrung.
Stellen Sie sich vor bei:
Frau Megel, Personalabteilung

D

RESTAURANT BERGBLICK
Suchen freundlichen, erfahrenen Kellner mit Referenzen.
Tages — oder Abendschicht möglich
Tel.: 56-67-89

A

EL BANCO UNION
Se Solicitan *Cajeros*
Preferiblemente con experiencia
Mayores de 18 años Conocimiento práctico de computadoras
Bilingüe: español-inglés
Calle Figueroa, 15732
Los Angeles, CA

B

TALLER GOMEZ
Se solicita mecánico con experiencia en coches extranjeros y motores diesel
Trabajo permanente de lunes a viernes
Informes: Tel: 840-3321

C

SOFEMERA
Se solicita vendedor de productos alimenticios con experiencia en estrategias de ventas y promociones
Presentarse en
Avenida Western, 23489
Los Angeles

D

RESTAURANTE EL LIRIO
Se busca camarero que sepa al público.
Horas de trabajo flexibles
Avenida Victory, 13480
San Fernando

STAGE 3

French

Read the following text and choose the most appropriate response.

Dans un pays comme la France, renommée pour sa cuisine, la Dordogne jouit d'une réputation sans pareille pour sa bonne chère: c'est tout dire! Le secret de la gastronomie de cette région réside dans l'emploi de produits fermiers utilisés en petites quantités: volailles — souvenez-vous, confits d'oies et de canards champignons — gibiers — vous savez: civet de lièvre — et bons vins locaux comme le Bergerac et le Cahors. Une étrange coutume subsiste en Périgord: «faire chabrol» elle consiste à verser généreusement du vin rouge dans l'assiette à soupe, à mélanger au vin les petits restes de la soupe de légumes et à boire le tout directement dans l'assiette: un vrai régal!

1. This passage gives information about

a. good food in Dordogne
b. farm products in France
c. wine production in Perigord
d. odd customs in Dordogne

2. What does the expression "faire chabrol" mean?

3. What is the secret of good cooking in the Dordogne region?

German

Stromausfall und seine Folgen

Die Lampen flackerten plötzlich, im Radio krachte es ein paarmal, auf dem Fernsehschirm erschien das Wort „Bildstörung". Dann wurde es dunkel und still. In weiten Teilen Bayerns und Österreichs war für fünfzehn Millionen Menschen der Strom ausgefallen.

Wie konnte das passieren? Hatte man doch, gerade um solche Störungen zu verhindern, schon Jahre zuvor das Stromnetz Norddeutschlands mit dem von Bayern verbunden. Durch diese Verbindung der Kraftwerke sollte im Fall einer Störung im norddeutschen Stromnetz die dort benötigte Energie aus dem bayerischen Netz geliefert werden. Im umgekehrten Fall sollte der Strom von Norddeutschland nach Bayern geleitet werden. Was war geschehen, daß dies nicht funktionierte?

Nicht weit von Frankfurter Flughafen war durch längere Trockenheit der Wald in Brand geraten. Die Flammen dieses Feuers schlugen bis zu den hier besonders niedrig hängenden Stromleitungen hinauf. Das führte schließlich zu einem Kurzschluß, und die einzige Hochspannungsleitung, die zu dieser Zeit Strom von Norden nach Bayern lieferte, war unterbrochen. Das hätte aber dennoch nicht Finsternis für große Teile Bayerns und Österreichs bedeuten dürfen, denn zu jener Zeit bezog Bayern nur drei bis fünf Prozent seiner Energie aus dem norddeutschen Stromnetz. Immerhin mußten die bayerischen Kraftwerke diese bis dahin von Norddeutschland gelieferte Energie jetzt zusätzlich aufbringen. Nun haben aber alle Kraftwerke Schutzchalter, die die ganze Anlage abschalten, wenn zu viel Strom von ihr verlangt wird. Und diese Schutzchalter funktionierten sehr gut. Sie legten ein Kraftwerk nach dem anderen still; denn je mehr von ihnen ausfielen, um so höher stiegen die Anforderungen an die noch laufenden Kraftwerke, die nun ebenfalls automatisch abgeschaltet wurden. So kam es, daß Bayern und Österreich zu großen Teilen innerhalb weniger Sckunden ohne Strom waren.

Immerhin verbergen sich hinter diesem Ereignis Probleme, die an die Existenz der modernen Gesellschaft reichen: Wie kann man zum Beispiel verhindern, daß mit einem Sprengsatz an der richtigen Stelle und zur richtigen Zeit die halbe Bundesrepublik im Dunkeln liegt? Kann etwa ein gezielter Zusammenbruch des Stromnetzes das ganze wirtschaftliche System lahmlegen?

1. Why are the power lines in Schleswig-Holstein connected to those in Bavaria?

a. They come from the same source
b. They support each other in case of failure
c. Norddeutschland is the hub from which all power emanates
d. They follow the telephone lines

2. What led to the power failure?

a. lightning storm
b. lack of water
c. high demand
d. human error

3. In order to minimize such a problem in the future, the decision has been made to

a. redirect the connectors
b. increase power supply for all sections
c. cut off automatically
d. get power from Austria

Spanish

Con la moneda entre los dedos, metió la mano derecha en el bolsillo del pantalón. No se decidía a soltar en él la moneda, por temor a perderla, como el que la dejó en el parque, el que la había poseído antes que él. De seguro no era un pobre; los pobres rara vez tienen monedas de oro. Sería rico y aquella moneda pasaría inadvertida para él, . . . Sin embargo, Andrés pensó, como un personaje de cuento moral, que si supiera quién la había perdido, rico o pobre, le devolvería la moneda, aunque no lo gratificara...'

Mientras Andrés caminaba apresurado, rumbo a su casa, la moneda de oro saltaba alegremente en el bolsillo...

Una duda asaltó a Andrés: ¿No sería una moneda falsa? Se detuvo en la próxima esquina, y volvío a examinarla, al pie de un farol. Vio sus letras, bien grabadas; la hizo sonar. La apariencia y el timbre — claro, fino — casi le devolvieron la tranquilidad. Para tranquilizarse por completo, estuvo a punto de entrar a una tienda, comprar algo y pagar con la moneda de oro. Si la aceptaban, indudablemente era buena, si no...; pero era mejor mostrarla a alguien que le dijera la verdad. Andrés prefirió llevar la moneda a su casa.

1. Andrés is a person who

a. usually has a great deal of money
b. is accustomed to finding money
c. generally doesn't have much money
d. doesn't think about money

2. On his way home Andrés

a. kept the coin in his pocket
b. had the coin in his hand
c. walked into a store with the coin
d. spent the money

3. Andrés can decide whether the coin is legitimate by finally

a. examining it again
b. jingling it in his pocket
c. spending it at the store
d. showing it to someone else

STAGE 4

French

Parmi toutes les réformes de la législation judiciaire votées et appliquées par le gouvernement de François Mitterrand pendant les mois qui suivirent immédiatement l'arrivée des Socialistes au pouvoir, l'abolition de la peine de mort est, sans aucun doute, la plus digne d'intérêt. Phase finale d'un débat vieux de plus de deux siècles, elle semble être le résultat de trois facteurs de nature très différente mais néanmoins concomitants: une conjoncture politique favorable sur les plans national et international; une évolution du concept de la justice et donc du châtiment suprême dans la conscience occidentale et française particulièrement; et enfin la présence, au poste de garde des Sceaux, de Robert Badinter, "abolitionniste passionné."

La peine de mort a été abolie par décret du 30 septembre 1981, voté par l'Assemblée nationale et le Sénat. Une telle décision a été rendue possible par des circonstances politiques propices. Elle correspondait à l'opinion profonde de François Mitterrand qui, lors de sa campagne présidentielle, s'était prononcé publiquement contre toute exécution capitale et qui, quatre jours après son arrivée à l'Elysée, avait gracie un condamné à mort. Elle a été facilitée aussi par l'existence d'une majorité socialiste à l'Assemblée nationale à la suite des élections de juin 1981. Au niveau international, la conjoncture était également favorable puisque tous les autres pays d'Europe de l'ouest avaient déjà donné l'exemple: en effet, jusqu'au 30 septembre 1981, la France était le seul pays d'Europe occidentale à appliquer encore la peine capitale. Etape finale de la lente progression du mouvement abolitionniste, sur quel arrière-plan historique, politique et philosophique se situaient la décision du gouvernement Mitterand et l'action de Robert Badinter?

Answer the following questions in French or English.

1. Why was the climate ripe for the abolition of the death penalty in France?

2. What was Mitterand's attitude toward the death penalty and how did he demonstrate it?

3. Does this passage imply that this is the last word on the abolition of the death penalty?

German

Unfall, harmlos zwar, Panne auch hier: Alfredo Traps, um den Namen zu nennen, in der Textilbranche beschäftigt, fünfundvierzig, noch lange nicht korpulent, angenehme Erscheinung, mit genügenden Manieren, wenn auch eine gewisse Dressur verratend, indem Primitives, Hausiererhaftes durchschimmert — , dieser Zeitgenosse hatte sich eben noch mit seinem Studebaker über eine der großen Straßen des Landes bewegt,

konnte schon hoffen, in einer Stunde seinen Wohnort, eine größere Stadt, zu erreichen, als der Wagen streikte. Er ging einfach nicht mehr. Hilflos lag die rotlackierte Maschine am Fuße eines kleineren Hügels, über den sich die Straße spann; im Norden hatte sich eine Cumuluswolke gebildet, und im Westen stand die Sonne immer noch hoch, fast nachmittäglich. Traps rauchte eine Zigarette und tat dann das Nötige.

1. What combination of problems makes this day particularly difficult for Alfredo Traps?

a. The lack of business in the textile industry and the heat of the day
b. The demands of his job and the inclement weather
c. His lack of faith in the mechanic and his physical condition
d. The breakdown of the car and the lack of sufficient farmhouses where he might spend the night

2. From the information given, write a personality portrait of Alfredo Traps.

Spanish

A poco más de año y medio de la firma de los acuerdos de paz entre el Gobierno colombiano y la guerrilla, la sensación de fracaso es unánime en los diferentes sectores, salvo para su impulsor, el presidente Belisario Betancur. En estos 18 meses de paz ficticia, la violencia se ha cobrado más de 1.700 vidas. De los cuatro grupos guerrilleros que firmaron acuerdos de alto el fuego, sólo dos lo respetan, otros dos lo rompieron, surgió un nuevo grupo guerrillero y, como contrapartida, un sector de una organización insurgente que nunca dialogó con el Gobierno decidió silenciar sus fusiles.

A los pocos días de asumir la presidencia de Colombia, en agosto de 1982, Belisario Betancur se destapó con una ley de amnistía, más amplia que la dictada por su predecesor, Julio César Turbay Ayala, e hizo público su deseo de conversar con las organizaciones armadas para lograr la paz en el país latinoamericano.

Parecia abrirse una etapa de paz en Colombia, convulsionada durante 40 años de violencia politica. Pero muy pronto se pudo apreciar el espejismo. Los guerrilleros se negaron a entregar las armas, y los militares, al día siguiente de la firma en La Uribe, recibieron una circular del actual ministro de Defensa, general Miguel Vega, en la que se ordenaba proseguir las acciones contra los insurgentes.

1. The writer believes the peace accords to have been

a. universally accepted
b. doomed by the president
c. subverted by the military
d. recognized as a failure

2. After the signing of the accords there was

a. a renewal of violence
b. an appreciation of peace
c. a military coup
d. an open ended dialogue

3. This new situation is viewed

a. pessimistically
b. sensationally
c. enthusiastically
d. compassionately

COMPETENCY CATEGORY: PRODUCTION

When asked about ability to use a language, the question is always "Do you speak French, German, Spanish?" The public perception is that speaking is the most important use of language and recent program objectives reflect this in their emphasis on "communicative competence." The current interest in foreign language stems from its usefulness in the world beyond the classroom; hence the direction toward task-oriented activities which make up the productive skills of conversation and writing.

A. CONVERSATIONAL SKILLS

STAGE 1

ACTFL: The Novice level is characterized by the ability to communicate minimally with learned material.

1. Respond orally, using core vocabulary phrases to:
   a. name concrete objects presented visually and list things in a series;
   b. answer simple personal questions; and
   c. ask basic questions in familiar situations (formulaic, simple questions).
2. Demonstrate emerging ability to create with the language in order to survive by:
   a. offering greetings;
   b. requesting and responding to basic information, e.g., time and day;
   c. talking about future plans, e.g., What are you doing tonight?; and
   d. role-playing simple high frequency situations that reflect the core vocabulary such as classroom, family, home, etc.

STAGE 2

ACTFL: The Intermediate level is characterized by the ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

1. Respond (not depending only on learned phrases) to:

   a. general personal questions requiring concrete information and

   b. material presented visually.

2. Demonstrate use of conversational skills by:

   a. asking questions to gain information about general everyday situations;

   b. using short phrases and common words to make spontaneous statements, providing basic information about own experiences and asking questions in return, and requesting information and restating directions; and

   c. responding to social ice-breakers, high frequency phrases, and small talk.

STAGE 3

ACTFL: The Advanced level is characterized by the ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

1. Demonstrate use of conversational skills by:

   a. interacting with a fluent speaker on everyday topics,

   b. exchanging factual information, and

   c. providing information on an event.

2. Describe and provide information using a variety of discourse strategies.

3. Narrate an event that has already taken place.

STAGE 4

ACTFL: The Superior level is characterized by the ability to:

- participate effectively in most formal and informal exchanges on practical, social, professional and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

1. Demonstrate use of integrative skills to:
   a. converse with fluent speakers on a variety of concrete as well as abstract topics in a variety of formal and informal situations; and
   b. report in detail on a recent event.
2. Participate actively in a conversation with a fluent speaker and be able to interrupt, clarify, and use a variety of discourse strategies.
3. Express and support opinions.

STAGE 5

For additional information on this and higher stages, consult the United States Government's Interagency Language Roundtable (ILR) Guidelines.

SAMPLE TEST ITEMS

These questions could be asked in an interview to assess conversational skills:

STAGE 1

List the things you have in your room.

STAGE 2

You are having a conversation with a friend of your parents. The friend asks you: Tell me about your room. What is it like?

STAGE 3

A friend is visiting your house for the first time. Explain where your room is (so she can put her coat there) and explain how to tell your room apart from your brother's room.

STAGE 4

You have completely redecorated your room. Explain to a friend what you have done, why, and how it looks now.

The same linguistic function, "Would you describe this room please?", could be formulated in very simple terms in the language, and the student would indicate a specific stage in the response.

Please note: the following student responses illustrating French, German and Spanish are designed to illustrate specific ranges. They are an approximation of what students might say or write at a given stage. In an actual test, of course, students will make language errors.

Sample Test Probe: "Would you describe this room please?"

Stage 1: Cette chambre est grande. Elle est jaune et blanche. Elle a quatre fenêtres, une porte, une table et une chaise. La porte est à gauche et les fenêtres sont à droite. Il y a beaucoup de livres dans cette chambre.

Stage 2: Cette chambre est plus grande que ma chambre. Elle a quatre fenêtres côté sud, une table et une chaise confortable. En face des fenêtres il y a une porte qui donne sur un corridor. Il y a toutes sortes de livres sur les étagères.

Stage 3: J'aime cette chambre. Les couleurs sont chaudes et plaisantes. Cela est très agréable pour moi. Elle est assez grande avec des fenêtres côté sud qui limitent, je pense, l'entrée de la lumière. La porte est grande et elle donne sur un corridor qui est aussi long que la maison. Il y a un choix intéressant de livres sur les étagères. Je pense que la personne qui habite cette chambre est un étudiant.

Stage 4: Si c'était ma chambre je changerais quelques détails. Elle est assez grande mais je ne suis pas à l'aise entouré de jaune vif. Les fenêtres sont trop petites et leur orientation empêche d'entrer un maximum de lumière. Les meubles sont trop rustiques à mon goût. On peut voir que la personne qui travaille dans cette chambre se spécialise en botanique parce qu'il y a beaucoup de livres sur ce sujet.

Sample Test Probe: "Would you describe this room please?"

Stage 1: Dieses Zimmer ist groß. Es ist gelb und weiß. Es hat vier Fenster, eine Tür, einen Tisch und einen Stuhl. Hier ist die Tür, dort sind die Fenster — viele, viele Bücher.

Stage 2: Dieses Zimmer ist görßer als mein Zimmer zuhause. Es hat vier Fenster, die nach Süden zeigen, einen Tisch und einen bequemen Stuhl. Es gibt eine Tür an der Nordseite, die auf einen Flur hinausführt. Es gibt alle Sorten von Büchern in den Regalen.

Stage 3: Ich mag dieses Zimmer. Die Farben sind freundlich und warm. Ich fühle mich wohl. Es ist ziemlich groß mit nach Süden zeigenden Fenstern, die wahrscheinlich verhindern, daß genügend Licht in das Zimmer fällt. Die Tür ist massiv und führt auf einen Flur, der sich von Osten nach Westen erstreckt. Es gibt eine interessante Vielzahl von Büchern auf den Regalen und ich weiß, daß die Person, die in diesem Zimmer wohnt, ein Student ist.

Stage 4: Wenn dies mein Zimmer wäre, würde ich wahrscheinlich einige Sachen ändern. Die Größe ist in Ordnung, aber ich fühle mich in diesem Hellgelb einfach nicht wohl. Die Fenster sind zu klein und schlecht verteilt, um optimale Lichtverhältnisse für den Raum zu schaffen. Die Möbel sind für meinen Geschmack etwas zu rustikal. Man kann erraten, daß, wer auch immer hier lernt, derjenige Botanik studiert, da es so viele Bücher zu diesem Thema gibt.

Sample Test Probe: "Would you describe this room please?"

Stage 1: Este cuarto es grande. Es amarillo y blanco. Tiene dos ventanas, una cama, un escritorio y una silla. La puerta está aquí y las ventanas están allá. Hay muchos libros en este cuarto.

Stage 2: Este cuarto es grande y bonito. Las paredes son amarillas y blancas. El cuarto tiene dos ventanas pequeñas. El escritorio y la silla están cerca de la cama. Hay muchos libros en los estantes. Creo que es el cuarto de un estudiante.

Stage 3: Me gusta mucho este cuarto. Es bastante grande y los colores de las paredes y las cortinas son muy atractivos. El cuarto no es muy claro porque las ventanas son pequeñas. Las ventanas dan al jardín y allí hay árboles y flores. Sobre el escritorio hay una lámpara, un libro abierto y unos papeles. A la derecha del escritorio hay unos estantes con muchos libros, y a la izquierda hay una cama. Yo creo que éste es el cuarto de un estudiante.

Stage 4: Este es un cuarto grande que tiene dos ventanas que dan a un jardín. La vista del jardín es muy bonita porque hay árboles y flores, pero el cuarto es un poco frío. Las paredes están pintadas de amarillo y blanco, pero el amarillo de las paredes es demasiado fuerte. A la derecha del escritorio hay unos estantes llenos de libros. Es probable que éste sea el cuarto de un estudiante porque hay un libro abierto y unos papeles sobre el escritorio. A mí no me gustan los muebles. Yo los cambiaría por unos más modernos y cómodos. Además las ventanas son demasiado pequeñas y no dejan entrar suficiente luz.

B. WRITING SKILLS

STAGE 1

ACTFL: The Novice level is characterized by the ability to:

- copy or transcribe familiar words or phrases and
- write simple high-frequency expressions and learned material.

Demonstrate use of basic writing skills by being able to:

1. Write a list from material read or heard;
2. Supply specific biographical information on a form provided;
3. Write down a simple message as someone presents it; and
4. Write in simple sentences about the persons, objects and events portrayed in a picture based on familiar material.

STAGE 2

ACTFL: The Intermediate level is characterized by the ability to:

- meet practical needs such as short messages, simple letter;
- take down notes and respond to personal questions; and
- paraphrase and write summaries of personal experience.

Demonstrate use of integrative skills by being able to:

1. Compose a simple narrative such as in a guided composition (questions and connectors provided);
2. Write in own words an account based on familiar material from a choice of topics (everyday routines, common events); and
3. Write an outline of material read.

STAGE 3

ACTFL: The Advanced level is characterized by the ability to:

- write routine social correspondence, cohesive summaries, and resumés as well as narratives and descriptions;
- take notes; and
- write on a variety of topics, including informational business correspondence.

Demonstrate use of integrative skills by being able to:

1. Recount or report an incident or event in broad outline; and
2. Compose a note or simple letter consisting of several paragraphs based on oral or written instructions.

STAGE 4

ACTFL: The Superior level is characterized by the ability to:

- express self effectively in most informal and formal writing on practical, social and professional topics;
- write most types of correspondence such as memos, social and business letters, short research papers and position statements in areas of special interest or in special fields.

Demonstrate use of integrative skill by being able to:

1. Recount or report an incident or event with its main features, plus some secondary features; and
2. Express in paragraph form personal observations and interpretations on what has been read.

STAGE 5

For additional information on this and higher stages, consult the United States Government's Interagency Language Roundtable (ILR) Guidelines.

Please note: the student responses illustrating French, German and Spanish are designed to illustrate specific ranges. They are an approximation of what students might write at a given stage. In an actual test, of course, students will make language errors.

SAMPLE TEST ITEMS

STAGE 1

1. Take an inventory. Look around this room and list as many things as you can.
2. You have a poor memory. Make a list of everything you should do on Monday.
3. Write down a simple dialogue between friends who meet in the street.
4. You are now in Paris/Munich/Madrid. Write a telegram stating: that you are fine, where you are staying, what you are going to do tomorrow.

French

Telegram:

Arrivée à Paris. Hôtel Médicis. Tout va bien. Demain visite au Louvre. Amitiés. Françoise.

German

Renate Baum
Hauptstr. 25
69 Heidelberg

In München. Hotel Sonnenschein. Alles gut. Morgen nach Österreich.

Gruss

Sabine

Sabine Siebel
Hotel Sonnenschein
München

Spanish

Telegram:

En Madrid. Residencia Galiano, Calle Galiano 8. Todo bien. Mañana a Toledo. Cariños. Juanita.

STAGE 2

1. Write a party invitation telling the type of party, the date, the time, the place and directions to get there.
2. Write a simple dialogue between two friends who meet in the street.
3. Write a short composition about what you typically do on Saturdays.
4. Write a description of a good friend. Include his/her physical description, personality, and work/school and leisure activities.
5. You are expecting a visitor from Munich who will live with you for a month. Write a short letter explaining everyday events of how you live.
6. You are on vacation. Write a postcard to a friend telling her what you do, your sightseeing, what you like and what you dislike about the place you are visiting.

French

Cher Alain,

Nous sommes arrivés à Beynac hier soir. Ce magnifique château date du 12e siècle. On voit d'ici toute la vallée de la Dordogne. Ce soir nous allons goûter le cassoulet qui est la spécialité de la région.

Amitiés,
Danielle et Jean-Marc

German

Hallo Helga,

Wir sind in Verden; das ist ein kleines Dorf.
Wir wohnen auf einem richtigen Bauernhof. Die Landschaft ist herrlich und wir wandern viel. Leider regnet es sehr oft. Morgen wollen wir nach München fahren.

Viele Grüsse
Sabine und Ute

Helga Merten
Schillerstr. 9
1000 Berlin 40

Spanish

¡Hola Marta!

Estamos en Madrid ahora, y es fabuloso. Compré dos collares en el Rastro. Me gusta caminar en el centro. Hace mucho calor y esto no me gusta. Mañana vamos a Toledo.

Cariños de Juanita.

STAGE 3

1. Write a description of a good friend. Include his/her physical description, personality and work/school and leisure activities. Explain why this person is a good friend of yours.

2. Write a short article for the school newspaper telling fellow students what they will need to know for a trip to Germany (hotels, food, shopping, transportation, etc.).

3. You are preparing for a visit with the college counselor on campus. Prepare the areas in which you have questions for 3 specific colleges and explain why you prefer one college over the other two.

4. Describe in broad outline something interesting that happened to you last year.

5. Have you moved in the last few years? Describe what your former town was like and what you used to do there.

6. Write a letter to a friend telling him/her what you plan to do this summer.

Letter to a friend describing summer plans:

French

Cher Jacques,

Merci pour ta dernière lettre. J'espère que tu vas bien et que tu es content que les grandes-vacances approchent. Pour la première fois je ne partirai pas avec mes parents en France. Je voyagerai avec mon ami Paul. Nous comptons rester quelque jours à Paris. Puis nous louerons une voiture et nous visiterons les châteaux de la Loire.

Ensuite nous pensons descendre vers le Sud-Ouest pour rendre visite à mes cousins qui habitent Auch. Ils sonts très sympathiques et ils ont une grande maison. C'est une très jolie région et la bouffe est formidable. Nous continuerons alors vers la Côte en nous arrêtant à Avignon, puis à Aix pour rencontrer les étudiants du programme "overseas" de Cal State à Fullerton.

C'est à Antibes que nous resterons le plus longtemps: environ quinze jours. C'est un endroit extraordinaire. On peut se baigner, faire de la planche à voile et sortir toute la nuit! Les plus belles filles d'Europe sont là pendant l'été. Peut-être pourrais-tu venir nous rejoindre dans le Midi. En tous cas écris-moi vite tes projets.

Bien amicalement

Pierre

German

Liebe Petra,

Vielen Dank für Deinen letzten Brief. Ich fahre zum ersten Mal alleine in den Urlaub. Meine Eltern erlauben es mir. Ich fahre mit Susanne nach Holland. Dort wollen wir zelten. Wenn es regnet, gehen wir in eine Jugendherberge. Wir wollen zuerst ans Meer fahren. Wir wollen schwimmen und windsurfen. Danach fahren wir ein paar Tage nach Amsterdam. Ich kenne Amsterdam nicht und freue mich darauf.

Wenn ich aus dem Urlaub zurückkomme, werde ich ein Praktikum bei einer Zeitung machen. Ich will vielleicht Journalistin werden. Das Praktikum ist iene Gelegenheit, den Beruf mal kennenzulernen.

Schreib mir doch mal was Du diesen Sommer machst.

Viele Grüße

Gabi

Spanish

Querida Miriam:

Hace mucho que no te escribo, pues estoy ocupadísima. ¿Te he dicho lo que voy a hacer este verano? Salgo el siete para México, para pasar un mes en Guadalajara con un programa de la universidad. Viviré con una familia y estudiaré con otros estudiantes del programa. La familia tiene una hija de mi edad, y ella ya me escribió dos cartas, describiendo a Guadalajara y todo lo que hay que hacer allí.

En agosto, cuando vuelva de México, mi familia y yo vamos a New Jersey para visitar a mis abuelos. Ojalá que nos lleven a Nueva York un día, pues tengo ganas de ir de compras y de ver la Estatua de la Libertad. También estoy pensando en sacar mi título de MBA después de graduarme, y me dicen que hay un programa especial en la Universidad de Pensilvania que pone énfasis en los idiomas. A lo mejor voy a Filadelfia a hablar con ellos.

¿Cuáles son tus planes? Si piensas estar por aquí, por favor avísame, pues me gustaría mucho verte.

Recibe un abrazo y un beso de

Juanita

STAGE 4

1. Discuss how you are using your French/Spanish/German now and how you will continue to use it throughout your lifetime. Give precise examples.

2. Many students and school administrations have argued that speaking a second language is less useful to Americans than other more marketable skills such as computer programming. Argue for or against this position.

3. Imagine that you are living and working at a summer camp. Write a long letter to your parents explaining in some detail what you have been doing and how you have been doing it. Explain to your parents how this summer is being more profitable for you than last summer, by comparing what you are doing now with what you did then.

Letter to parents evaluating an experience:

French

Mes chers parents,

Voilà bientôt un mois que je suis en France et dans cette belle région de Bordeaux. Nous avons beaucoup travaillé et les vendanges sont presque terminées.

Je dois dire que ce séjour dans un grand vignoble français (Domaine de Chevalier) est une expérience extraordinaire. Maintenant je connais très bien les propriétaires du vignoble et j'ai été invité dans leur belle maison. Je les trouve à la fois trés élégants et trés simples: de vrais aristocrates!

Tous les jours je travaille avec les paysans de la région et je connais bien leur style de vie. J'apprends beaucoup de choses sur leurs habitudes et sur l'importance de la table chez les Français en général. Il y a d'autres étudiants comme moi: des Français, deux Allemands, un Anglais et une très jolie Suédoise. Ainsi je commence à comprendre ce que c'est que le Marché Commun et l'attitude des jeunes européens vis-à-vis des Etats-Unis.

Et puis je connais et j'apprécie de plus en plus le vin de Bordeaux. Je sais aussi comment on fait le bon vin et comment on doit le boire! Comme vous voyez mon séjour est formidable et j'aurai des tas de choses à vous raconter.

Je vous espère en pleine forme et je vous embrasse tendrement.

Votre fils

Paul

German

Liebe Eltern,

Ich bin jetzt schon seit drei Wochen in Italien. Wir haben viel gearbeitet. Wir restaurieren ein altes Kloster, das später als Kindergarten genutzt werden soll. Wir haben Wände gestrichen, Mauern niedergerissen und Türen eingebaut. Wir durften die Farben aussuchen und wenn wir Ideen haben, können wir mit dem Architekten darüber diskutieren. Ich finde die Arbeit sinnvoll, die ich hier mache und lerne gleichzeitig mit vielen verschiedenen Menschen zusammenzuarbeiten, da die meisten anderen aus ganz verschiedenen Ländern kommen. Im Vergleich zum letzten Jahr, wo ich im Urlaub nur drei Wochen am Strand gelegen habe, habe ich diesmal das Gefühl, ich lerne etwas, und zwar vor allem für mich persönlich.

Ich lerne vor allem auch das Land, die Leute und die Kultur besser kennen, dadurch, daß ich hier mit ihnen lebe.

So, jetzt bin ich müde, morgen müssen wir in die Stadt fahren und Farben kaufen.

Liebe Grüße

Eure Treue

Spanish

Queridos mami y papi:

¡No tienen idea de cuánto me gusta White Pine Camp! Tengo un grupo de ocho niñas, todas de Oregón. Tienen diez años y son encantadoras. Sólo hay una, Cristina, que extraña su casa y a veces llora cuando se acuesta. Pero aun esto me gusta, porque la puedo consolar, y me dice sus penas y luego se siente mejor.

Creo que la responsabilidad que tengo con las niñas me hace bien. Como soy la menor, sólo he tenido que cuidarme a mí misma. Siempre tenía miedo cuando estaba sola con mis primitos, aunque me gustaba leer y jugar con ellos. Nunca dije nada, porque no quería que nadie supiera que no tenía confianza en mí misma. Ya sé que ésta será mi carerra — trabajar con niños. El año que viene tengo que escoger la especialidad y hablaré con la directora del programa preescolar en cuanto empiece el semestre.

El día aquí empieza a las 7:00. Todas tienen hambre, así que se levantan y se visten rápido. Después del desayuno, tienen que arreglar sus camas, guardar la ropa, etc. Soy muy estricta en la "inspección" que hago. Pero todas son buenísimas. Practican varios deportes por la mañana y por la tarde nadan y montan a caballo. Este fin de semana tengo un día libre y Mario y yo pensamos ir a la playa si no llueve.

Mil gracias por haberme obligado a aceptar este trabajo. Estaba muy disgustada cuando no me dejaron ir otra vez al curso de verano, pero ya comprendo que la experiencia cuenta también, a veces más que los conocimientos académicos. Pudiera seguir cien cursos sobre la sicología de los niños sin aprender lo que esta experiencia me ha dado.

Soy un poco como Cristina — los extraño. En dos semanas tienen un día de visita para los padres. ¿Por qué no vienen a visitarme?

Los recuerda y los quiere mucho

Juana

COMPETENCY CATEGORY: CULTURAL AWARENESS

The Statement on Competencies focuses on cultural awareness as a goal of language programs in California. Emphasizing the cultural component of language competency meets students' expectations and reflects public perception of the usefulness of language instruction.

The first stage is one of raising cultural consciousness. Students need to develop an awareness of other cultures and come to see that different cultures have different ways of doing things, different ways of thinking about things, different traditions and values (different, not better or worse). They need to recognize — and overcome — the stereotypes that we have of other cultures and that other cultures have of ours, in order to see the diversity within a culture. At all stages we want students to develop greater sensitivity for the culture of other peoples and greater appreciation for the accomplishments and values of those cultures.

In addition, highlighting cultural awareness as a competency category brings a functional orientation to learning and teaching about the target culture. We focus on the student's ability to use the language in culturally appropriate ways, to interpret what is culturally relevant in a social situation or a text, and to avoid misunderstandings — in sum, to function effectively in the culture.

Being alert to the cultural context within which a language is used is essential to successful communication. As students develop sensitivity to the culture and to the way people relate to each other in another culture, they gain confidence in using the target language. They are then able to interact in a range of social situations, including unexpected ones.

STAGE 1

1. Recognize characteristics beyond stereotypes:

   a. Become aware of stereotypes between cultures;

   b. Give examples of non-stereotypical representatives of the culture and emphasize current figures (Henry Cisneros, elected mayor of San Antonio; Roberto C. Goizueta, Chairman of the Board of the Coca-Cola Company; Fernando Valenzuela, star pitcher of the Los Angeles Dodgers; José Ferrer, Ricardo Montalbán, and Anthony Quinn, well-known actors; Nancy Lopez, golfer; Plácido Domingo, Vicky Carr, Victoria de Los Angeles, Julio Iglesias, singers; Alicia de Larrocha, pianist); and

   c. Emphasize the contributions of figures from other cultures to American life.

2. Given an example of cultures in contact, recognize that a cultural misunderstanding may have occurred.

3. Converse in simple terms, demonstrating awareness of linguistic patterns that reflect fundamental cultural values in a variety of situations, such as in gestures and the uses of tu/vous, du/Sie, tú/usted.

4. **Sample Topical Areas**
   Introductions and Names
   Common needs — eating, getting things, going to movies
   Casual aquaintances
   Geography, maps, rivers, mountains, principal cities and principal products

STAGE 2

1. Recognize pervasive values of the culture:

   a. Use authentic cultural scenes to create awareness of these values; and

   b. Illustrate variations between cultures within a given language group;

2. Given an example of cultures in contact where a misunderstanding occurs, be able to perceive what went wrong.

3. **Sample Topical Areas**
   Meeting outside the home, shopping, eating, more complex situations
   Space — distance to speaker
   Becoming acquainted
   Geography, climate and basic topographical features

STAGE 3

1. Demonstrate knowledge of customs (culture-specific) in a role-playing situation.

2. Using examples of cultures in contact, explain how cultural misunderstandings arise.

3. **Sample Topical Areas**
   Invitation home
   Family relationships
   Socializing
   Geography, basic economic and historical features

STAGE 4

1. Discover and comment upon a stated number of points that are culturally significant in a text carefully selected for that purpose:

   a. Customs, values, national motivations; and

   b. Idiomatic expressions or vocabulary;

2. Using examples of cultures in contact to comment, interpret, generalize and characterize.

3. **Sample Topical Areas**
   Values
   Attitudes toward education, occupations and professional work, leisure
   Working scene, political scene

SAMPLE TEST ITEMS

STAGE 2

French

John, un étudiant américain à Paris rends visite à une famille française dont le fils Paul est un camarade de cours.

Paul: Maman, je te présente mon copain américain John.

La maman de Paul: Bonjour, John. Comment allez-vous?

John: Bonjour, Madame. Ça va très bien, merci.

La maman de Paul: Voulez-vous boire quelque chose? Une bière, un café ou peut-être un Coca?

John: Un café, volontiers, merci.

La maman de Paul: Et toi?

Paul: Un café aussi.

John: Paul, est-ce que je peux téléphoner à la bibliothèque pour savoir l'heure de fermeture?

Paul: Euh . . . oui . . . le téléphone est derrière toi sur la petite table.

(Plus tard lorsque John est parti)

La maman de Paul: Il n'est pas très bien élevé, ton copain!

Paul: Maman, n'oublie pas qu'il est américain.

Questions:

Why does Paul's mother think John is not well behaved?

a. John should say "Enchanté, Madame" when he is introduced to her.

b. John should not accept the coffee she is offering.

c. John should not ask to use the phone locally.

d. John should ask Paul's mother how she is, too.

Answer: c.

In France each local phone call is charged. So it is impolite to ask to use the phone even locally (unless it is an emergency or offered by the hostess).

German

Ulrike, eine Austauschschülerin aus Frankfurt, wohnt bei einer Familie in Los Angeles.

Ulrike: Ann, ich sehe in der Zeitung, daß es heute abend einen herrlichen Film gibt. Auf der Uni zeigen sie den neuen Film von Herzog, von dem ich dir erzählt habe. Ich habe ihn noch nicht gesehen, und er soll phantastisch sein. Meinst du, wir könnten dahinfahren?

Ann: Du, ich werde mal fragen, aber ich glaube nicht. Meine Eltern sind heute abend zum Essen eingeladen, und ich glaube, mein Bruder fährt auch weg.

Ulrike: Brauchen wir denn Begleitung? Wir könnten doch allein hinfahren.

Ann: Natürlich brauchen wir keine Begleitung, aber wie sollen wir ohne Auto ins Kino fahren?

Ulrike: Na ja, o.k. Das ist aber frustrierend. Ich finde es manchmal wirklich dumm hier.

Questions:

What is Ulrike upset about?

a. She feels that her hosts should make special arrangements for her because she is a guest.

b. She is frustrated at Ann's dependence on the automobile.

c. Because she is so fond of Herzog, she is angry at missing the opportunity of seeing one of his new films.

d. She is homesick. Her strong desire to see a German film and her reaction to having to miss it show that she has not adapted well to being in the States.

Answer: b.

Spanish

David y Victor, dos estudiantes norteamericanos que siguen unos cursos en la Universidad de Málaga, entran en El Corte Inglés.

David: Quiero llevarle un regalo a mi hermano. ¿Sabes dónde está el departamento de niños?

Victor: No, no sé, pero le podemos preguntar a ese dependiente.

(David se acerca al dependiente.)

David: Por favor, ¿dónde está el departamento de niños?

Dependiente: En la seguna planta.

David: Gracias.

Dependiente: De nada.

(Unos minutos despúes en otro piso.)

David: Aquí no está el departamento de niños. Voy a preguntar otra vez. (Se dirige a un empleado.) El departamento de niños, por favor.

Empleado: En la segunda planta.

David: Pero ahí es donde estamos.

Questions:

They could not find the children's department because

a. "piso" and "planta" have different meanings in this context.

b. a second floor in Spain is the equivalent of a third floor in the United States.

c. the salesmen misunderstood the meaning of the question.

d. in Spain the parking level of the store is considered the first floor.

Answer: b.

COMPETENCY CATEGORY: VOCABULARY CONTROL

Speakers of a language exercise control over an ever-expanding personal vocabulary. This vocabulary is composed of words that the speaker uses, plus a much larger body of words that are understood when they are heard or seen in context. In foreign language study, the term production vocabulary refers to those words and phrases that the learner actually uses in conversation or in writing. Comprehension vocabulary includes all further items that are recognized and understood while listening or reading.

The establishment of a core vocabulary has grown out of a series of studies in placement procedures, including student perceptions of their own language competency (Association of Departments of Foreign Languages Bulletin, Fall 1985) as well as from the need for greater articulation among programs. Working with a core vocabulary will provide a common focus for each stage and a basis for testing. Current studies by the California Foreign Language Competency Project on word frequency in secondary and postsecondary materials substantiate the need for a core vocabulary in each language. (Study forthcoming)

This core vocabulary begins with high-frequency terms in relation to the students in their environment and expands to include familiar topics and abstract concepts. At a higher stage the core vocabulary includes the items acquired at each preceding stage. In addition to the core vocabulary, each stage contains a range of items which may be acquired depending upon the learning style of an individual student and the objectives of a given program. The statement on competency maintains this distinction: that the continually increasing production vocabulary remains more limited than the larger and constantly expanding comprehension vocabulary for all stages. Words make up every aspect of language testing, including both production and comprehension. The functional use of vocabulary that will be assessed on any category in the test is based upon, but not limited to, the core vocabulary. The production aspects of the test make use of the active vocabulary. The comprehension aspects use the receptive vocabulary.

STAGE 1

1. Demonstrate recognition of vocabulary in context of 800-1,600 words determined by familiar topics.

2. Demonstrate knowledge of vocabulary by using a 300-600 active vocabulary with a 300 word core vocabulary.

   Topical Areas/Semantic Areas

   Time Concepts: days, weather, months, seasons, numbers to 100

   Family Members: father, mother, sister, brother, grandparents, daughter, son (grand-), uncle, aunt, nephew, niece, cousin

   Descriptions: color, size, shape, feelings, and emotions: good — bad, pretty — ugly, hard — easy, big — little, sad — glad

   Motions & States: e.g., have, do, wash, sleep, write, read, work, play, learn, know, speak, talk, want, like, take, study, eat, be, open

   Forms of Greeting: everyday expressions, introducing, directions

Basic Objects: (Semantic Categories)

- Classroom: pencil, desk, chair, blackboard, door, lights, floor, ceiling, phone, paper, book, notebook, student, teacher
- Home: house, garage, room(s), furniture, utensils, articles of clothing, car
- Immediate environment: school, neighborhood
- Food: generics, high-frequency items

STAGE 2

1. Demonstrate recognition of vocabulary in context of 1,000-3,000 words.
2. Demonstrate knowledge of vocabulary by using a 600-1,000 active vocabulary with an additional 300 word core vocabulary for a total core vocabulary of 600 words.

Topical and Semantic Areas

General feelings and characteristics, states of health
Food — ordering meals, table set-up (combinations less basic, more complex)
Common entertainment and sports, games, hobbies
Daily activities and routines, social activities
Measurements, weight
Basic geographical terminology
Numbers (beyond 100), dates, year
Professions and occupations
Transportation — cars, bicycles, planes, trains, buses, subways
Weather in greater detail
Important events, celebrations
Stores, shopping items, prices
Basic tools

STAGE 3

1. Demonstrate recognition of vocabulary in context of 2,400-4,500 words.
2. Demonstrate knowledge of vocabulary by using a 1,200-2,000 active vocabulary, with an additional 400 word core vocabulary, for a total core vocabulary of 1,000 words.

Topical and Semantic Areas

Travel arrangements, hotel accommodations
Accessories — grooming
Emergency assistance, natural disasters
Simple business transactions
Parts of things (greater detail)
Politics, basic political features
Traditions, customs, habits

STAGE 4

1. Demonstrate recognition of vocabulary in context of 3,500-6,000 words.

2. Demonstrate knowledge of vocabulary by using a 2,000-3,000 active vocabulary, with an additional 400 word core vocabulary, for a total core vocabulary of 1,400 words.

   Topical and Semantic Areas

   Job opportunities
   Making choices
   Stating preferences
   Character and personality traits
   Giving advice
   Expressing feelings
   Practical, social and professional topics
   Specialized technical areas

   Further categories are pending current vocabulary study in French, German and Spanish.

COMPETENCY CATEGORY: LANGUAGE ACCURACY

People who learn a new language usually care about being able to do things with it — get along in the culture, understand and read, communicate. Competency is a measure of those abilities; at each stage, we want to know how well someone can be expected to perform in the language.

The language teaching profession finds it useful to distinguish:
A) how we use our knowledge of a language (our native language or another that we acquire) and
B) the knowledge itself that we put to use.

In any real communicative situation, we utilize what we know of the formal aspects of language along with at least two other kinds of knowledge (and much more): (1) all-purpose strategies we have for figuring things out from the context, getting the gist, catching inferences, managing a conversation, and the like; (2) our feelings, based on what we have learned, seen, and sensed, for what is appropriate in the culture. Performance lies at the intersection of several cognitive systems. We can think of competency as a measure of how effectively they interact in relation to the task. This integration is commonly viewed as fluency.

Knowledge that we can use readily and creatively while our mind is on communicating has to have been internalized — made almost automatic and become "a part of us." This is true of grammatical accuracy, productive vocabulary, pronunciation, orthography and certain socio-linguistic and cultural aspects. The reason relates to something we can experience very generally: we cannot focus on content and also on form at the same time at the stages being described in this Statement. We cannot concentrate on what we want to say if we have to give conscious attention to the words and forms and constructions we need.

With these facts in mind, we propose to assess LANGUAGE ACCURACY in two different modes:

(A) ACCURACY DURING PRODUCTION
student's attention focused on communication

(B) USABLE KNOWLEDGE OF GRAMMAR, VOCABULARY, PRONUNCIATION, ORTHOGRAPHY, SOCIOLINGUISTIC-CULTURAL ASPECTS AND FLUENCY-INTEGRATION
student's attention focused on form and structure, limited to what students can use to correct their own production

The emphasis on teaching grammar is currently the major focus in most programs. For this reason grammar has been used to illustrate an example of usable knowledge of language components. Both modes assess the student's ability to use grammatical forms and patterns correctly and creatively in meaningful contexts. The difference is one of focus and the degree of sustained accuracy that we can realistically expect. During production (A) we should not expect consistent, reliable accuracy even with forms the student may actually know and use well in mode (B). Students (and teachers) who understand this will not find a test of production frustrating; at earlier stages of competency, though, we may also want to look separately at the usable knowledge the student has so far of the grammar.

Notice that competency assessment does not involve (C) KNOWLEDGE ABOUT GRAMMAR (familiarity with labels, textbook rules, and explanations).

A. GRAMMATICAL ACCURACY DURING PRODUCTION

STAGE 1

DEMONSTRATE BASIC CONTROL OF CERTAIN HIGH-FREQUENCY EXPRESSIONS AND PHRASES IN:

CONVERSATIONAL SKILLS — Student will be able to: enumerate, ask questions using interrogatives, talk about future plans or what he or she is going to do tonight, give simple commands as formulaic expressions.

WRITING SKILLS — Student will be able to compose: a list, a basic outline, a simple telegram, a simple note.

STAGE 2

DEMONSTRATE BASIC CONTROL TO BE UNDERSTOOD BY A FLUENT SPEAKER WHO IS SYMPATHETIC TO NON-NATIVE SPEAKERS:

CONVERSATIONAL SKILLS — Student will be able to: construct questions to gain specific information and construct sentences to provide descriptions and information on personal experiences.

WRITING SKILLS — Student will be able to compose: an informal invitation to a party, a telephone message, a postcard.

STAGE 3

DEMONSTRATE SUSTAINED CONTROL TO BE UNDERSTOOD BY A FLUENT SPEAKER WITH RELATIVE EASE IN:

CONVERSATIONAL SKILLS — Student will be able to: narrate an event that happened and provide detailed description.

WRITING SKILLS — Student will be able to compose: a detailed outline, a personal letter (from an outline).

STAGE 4

DEMONSTRATE SUSTAINED CONTROL TO BE EASILY UNDERSTOOD BY A FLUENT SPEAKER

CONVERSATIONAL SKILLS — Student will be able to: express wishes, give directions, make comparisons, offer an opinion.

WRITING SKILLS — Student will be able to compose: reactions to a TV program or a film, a short autobiographical resumé.

B. USABLE KNOWLEDGE OF GRAMMAR

This section deals with the grammatical knowledge which learners at any given stage are able to use to correct themselves when circumstances permit. The specific grammatical knowledge will differ from one language to another.

STAGE 1

Demonstrate recognition of the most basic grammatical concepts and relationships.

Possible Structures:

- select or supply present tense, gender distinctions

STAGE 2

Demonstrate recognition or production of basic grammatical concepts and relationships.

Possible Structures:

- select or supply frequent case markers
- select or supply past tense forms and functions
- case relationships with prepositions
- adjective endings

STAGE 3

Demonstrate knowledge of and be able to recognize additional general grammatical relationships.

Possible Structures:

- object pronouns
- distinguish between imperfect and preterite, imparfait and passe compose

STAGE 4

Demonstrate knowledge of grammatical detail.

Possible Structures:

- subjunctive and passive functions and forms
- clause dependencies and appropriate agreement

Additional examples will be language specific complementing the functions outlined in the earlier section.

APPENDIX I

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATE REPRESENTATIVES

Carol P. Barnes, California State University, Fullerton
Wesley Bryan, Golden West College, Huntington Beach
Marjorie C. Caserio, University of California, Irvine
Hal Charnofsky, California State University, Dominguez Hills
Philip C. Curtis, University of California, Los Angeles
Carmen M. Decker, Cypress College, Cypress
Mark Edelstein, Palomar College, San Marcos
Bernard Goldstein, San Francisco State University
Nicholas P. Hardeman, California State University, Long Beach
James Highsmith, California State University, Fresno
Eileen Lewis, Cañada College
Alfredo Mendoza, Los Angeles Southwest College, Los Angeles
George E. Miller, University of California, Irvine
Ramon J. Rhine, University of California, Riverside
Frieda A. Stahl, California State University, Los Angeles
Mark Wheelis, University of California, Davis

APPENDIX II

1985-86
BOARD OF DIRECTORS OF
THE ARTICULATION COUNCIL OF CALIFORNIA

Connie Anderson, California Community Colleges, Chancellor's Office, Sacramento
Edward Apodaca, University of California, Berkeley
Marjorie Caserio, University of California, Irvine
Philip Curtis, University of California, Los Angeles
Carmen Decker, Cypress College
Mark Edelstein, Palomar College
Carla Ferri, University of California, Berkeley
Donald Gerth, California State University, Sacramento
Hans Giesecke, Association of Independent California Colleges and Universities
Bernard Goldstein, California State University, Chancellor's Office
Paul Gussman, State Department of Education
William K. Haldeman, California Postsecondary Education Commission, Sacramento
James M. Highsmith, California State University, Fresno
Stephanie A. McGraw, California State University, Chancellor's Office
Donavan Merck, State Department of Education
Joan Nay, University of Southern California
Jack Quinlan, Pomona College
Daniel J. Saracino, University of Santa Clara
James C. Wyatt, San Mateo College

LIAISON COMMITTEE ON FOREIGN LANGUAGE OF THE ARTICULATION COUNCIL OF CALIFORNIA

ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

Roswitha Brooks
University of La Verne

Erich Frey
Occidental College

Robert Kreiter
University of the Pacific

Dorothy Mills
Chapman College

CALIFORNIA STATE UNIVERSITY

Alfred F. Alberico
San Francisco State University

John M. Barta
CSU Fresno

Ray Pimentel
San Jose State University

Marjorie Tussing
CSU Fullerton

COMMUNITY COLLEGES

Rita Cepeda
Chancellor's Office of the
California Community Colleges

Karen Holgerson
Pasadena City College

Pauline Rice
Imperial Valley College

Angelo Villa
Los Angeles Valley College

SECONDARY SCHOOLS

Fred Dobb
State Department of Education

Henry Lorenzo
Berkeley Unified School District

Steve Sonntag
Manteca Unified School District

Vickie Wyne
Amador Valley Joint Union High School District

UNIVERSITY OF CALIFORNIA

Henry Decker
UC Riverside

David Orlando
UC Santa Cruz

Fabian A. Samaniego
UC Davis

Wilfried M. Voge
UC Irvine

CONSULTANTS

Carla Ferri
UC Berkeley

APPENDIX III

DEVELOPMENT COMMITTEE OF THE CALIFORNIA FOREIGN LANGUAGE COMPETENCY PROJECT

CALIFORNIA COMMUNITY COLLEGES

Jose Coleman
De Anza College

Jeanne Egasse
Irvine Valley College

Bette Hirsch
Cabrillo College

Lia Raileanu
Irvine Valley College

Pauline Rice
Imperial Valley College

Carmen Salazar
Los Angeles Valley College

Angelo Villa
Los Angeles Valley College

John Walker
Fullerton College

CALIFORNIA STATE UNIVERSITY

Richard Beym
CSU Dominguez Hills

Daniel Brondi
CSU Fullerton

Matilde O. Castells
CSU Los Angeles

Marjorie Tussing
CSU Fullerton

Heldebrando Villarreal
CSU Los Angeles

SECONDARY TEACHERS AND ADMINISTRATORS

Jamie Brown
Villa Park High School

Barbara Gonzalez
Orange County Department of Education

Linda Heckenberg
L. A. Unified School District

Katy Hoehn
Troy High School

Sylvia Jones
Pasadena Unified School District

Jerry Logan
Consultant, State Department of Education

George Peale
Santa Ana High School

Ron Stoker
Mountain View High School

Hal Wingard
CFLTA — Executive Director

PRIVATE COLLEGES & UNIVERSITIES

Alice Tao
Monterey Institute of International Studies

UNIVERSITY OF CALIFORNIA

Henry Decker
UC Riverside

Fabian Samaniego
UC Davis

Paul Smith
UC Los Angeles

Wilfried M. Voge
UC Irvine

CONSULTANTS

Heidi Byrnes
Georgetown University
Washington, D.C.

David D. Hiple
American Council on the Teaching of
Foreign Languages, Inc.
Hastings-on-Hudson, New York

Isabelle Kaplan
Northwestern University
Evanston, Illinois

Judith Liskin-Gasparro
Educational Testing Service
Princeton, N.J.

Pardee Lowe, Jr.
U.S. Government Language School
Washington, D.C.

APPENDIX IV

ACKNOWLEDGMENTS

A great many people assisted the Special Intersegmental Committee of the California Foreign Language Competency Project in the preparation of this statement. We greatly appreciate their assistance, without which this statement would not have developed. We especially wish to acknowledge the advice and guidance of the following persons and institutions:

Armon Akerboom, Bolsa Grand High School
Hal K. Aldridge, Campbell Union High School
Barbara Algin, Pepperdine University
Cynthia Allen, Marina High School
Hortensia Alwan, College of the Desert
Renie Andrade, Mount San Antonio College
Anna Anaman, Fountain Valley High School
Anita Antler, San Francisco State University
Asta Aristov, University High School
Isabelle Armitage, The Monterey Institute of International Studies
Nancy T. Baden, California State University, Fullerton
Eva P. Bakey, Alhambra High School
Martha Banner, Fountain Valley High School
Arthur Barb, Rancho Santiago Community College
Conrad Barrett, California State University, Long Beach
Rose Baumann, J. A. Rowland High School
Philip H. Beard, Sonoma State University
Neil Benner, Rancho Santiago Community College
Leo W. Berg, California State Polytechnic University, Pomona
Richard Beym, California State University, Dominguez Hills
Bill Boehlert, Ocean View High School
Rosanne Boesen, Chico
Richard G. Bonnehr, Ocean View High School
George Bradford, Middletown High School
Iris Breen, Alhambra
Barbara Bretscher, Thousand Oaks
Anita Brilliant, Concord
Francoise Brown, Gustine High School
Tom Buckley, Humboldt State University
Sharon Burgess, El Monte High School
Hannelore Buss, Woodland Hills
Pam Buther, Westminster High School
Marianne K. Campbell, Whittier
Mary Louise Castillo, Menlo Park
Ezequiel Cardenas, Cuyamaca College
Martha Carresn, Rio Hondo College
Samuel J. Cartledge, California State University, Fullerton
Maria Caterinicchio, West Covina
Bobby J. Chamberlain, University of Southern California
Pei-Hsin Cheng, Long Beach City College
Ben Christensen, San Diego State University
Richard A. Clark, Butte College
Odile Clause, California Polytechnic State University, San Luis Obispo
Gerhard Clausing, University of Southern California

Leslie Clevengee, Warren High School
Donna Coccorie, Merced High School
R. Colbert, Santa Monica College
Collins, College of the Siskiyous
Danielle Chavy Cooper, The Monterey Institute of International Studies
Ann Copple, Claremont High School
Virginia Cordwell, Huntington Beach High School
Laurel Corona, University of California, San Diego
Juan M. Corominas, California State University, Dominguez Hills
Gladys T. Costales, Miraleste High School
Ann K. Coughlin, Hoover High School
Heidi Crabbs, Fullerton College
Irene Daniel, California State University, Fullerton
Jennifer C. Davis, Etna Union High School
Bob D. Decker, Long Beach
Ann DeFarra, Long Beach City College
Oliver DeLois, Twentynine Palms High School
Harry Dennis, California State University, Sacramento
Daniel V. Deti, College of the Desert
Agnes Dimitriou, St. Mary's College, Moraga
Evelyn Doblins, Dorsey High School
Barbara Dobrer, San Fernando High School
Glen A. Dolberg, San Joaquin Delta College
Mary Gay Donan, California State University, Northridge
Jennifer Donato, Huntington Beach
Barbara A. Dorman, Westminster High School
Claude Duval, California State University, Sacramento
Nadine Elwood-Miranda, Esperanza High School
Don Era, Hacienda Heights
Linda Erdman, Westminster High School
Robert Escudero, University of California, Los Angeles
Ben A. Esparza, Cabrillo Senior High School
Joe L. Espinosa, Ocean View High School
Raymundo Esquivel, Rio Hondo College
Kathy Failing, Castro Valley High School
Yvette Fallandy, Sonoma State University
Bob Ferguson, San Marcos High School
Richard Finch, Gunn High School
Christina Fonseca, Huntington Beach High School
Susan Ford, University of Southern California
Alvin Foro, California State University, Northridge
Connie J. Frank, Galt High School
Janine Freyens, Calabasas High School
Jörgen Frvhlich, Pomona College
Dayle Fuqua, Dorsey High School
Robert S. Gabbitas, Highland High School
Arlene Gallagher, Madera High School
Lilo Ganz, Antioch
Mary Ellen Garcia, California State University, Long Beach
Muriel A. Garcia, Ventura High School
Emily Gellman, Alhambra High School
Peter Gichio, San Marino High School
Leon Gilbert, California State University, Fullerton
Eliseo Girsn, Huntington Beach High School
Alfonso Gonzalez, California State University, Los Angeles

Joe R. Gonzalez, Sacramento City College
Mirta G. Gonzalez, Hollywood High School
Judy Grabler, J. A. Rowland High School
Lilian Gracial, Citrus College
Paula Grahamer, North High School
Robert P. Grahamer, Hawthorne
Frauke Gries, California State University, Hayward
Marjorie Griffin, Lower Lake High School
Ethel Gullette, Winward School
Donna Gustafson, San Jose State University
Ronald Harmon, California State University, Fullerton
Gishle Hart, El Cerrito High School
Lynn Haubing, Marina High School
Julie Hazelton, Tujunga
Hiltrud Heller, El Camino College
Alfonso C. Hernandez, Porterville High School
Doris E. Hernried, City College of San Francisco
Rena-Grace Hietmann, Grace M. Davis High School
Theodore Higgs, San Diego State University
Myra Hillburg, Long Beach City College
Gerd Hillen, University of California, Berkeley
Paula Hirsch, Winward School
A. Hobson-Robinson, Monterey Peninsula College
Horst Hoffmann, University of California, Riverside
Dennis Houghton, Huntington Beach High School
Bill Hughes, Hart High School
Elfie Hummel, College of the Canyons
Charles L. Humphreys, Sherman E. Burroughs High School
Boyd M. Hunter, Layton High School
M. Hutting, University of Nevada
Maya Hyams, Chatsworth High School
Marilyn Imes, Oakland
Jean Imperatrice, Los Angeles
John Irving, California State University, Northridge
Kamal Issa, Rancho Santiago Community College
Jean Jacobson, Bishop Joint Union High School
Sanford E. Jacquard, Beverly Hills High School
Charles James, University of Wisconsin, Madison
Asterio Jano, Rancho Santiago Community College
Marie James, Grossmont College
Gerard Jian, University of California, Berkeley
Wayne R. Johert, Fountain Valley High School
Jorun Johns, California State University, San Bernardino
Kathy Johnson, California State University, Fullerton
Lee Johnson, Marina High School
Melinda Jones, Diamond Bar High School
Pamela Jones, Fountain Valley High School
Randall Jones, Brigham Young University
Ingrid Judd, Palo Alto High School
Livia Kampe, Oakwood School
Josiane D. Karlsson, Marina High School
Margo R. Kaufman, University of California, Davis
Herta M. Keilbach, Long Beach City College
Dena Keithly, Lower Lake High School
Elsie Kent, Chabot College

Madeleine Kepp, Pomona Catholic High School
Sumako Kimizuka, University of Southern California
Jacqueline Kiraithe, California State University, Fullerton
Pamela Klein, Inglewood High School
Sharon Klein, California State University, Dominguez Hills
Mark Koscielak, Edison High School
Andrea Labinger, University of LaVerne
Dorothy LaCoste, Grace M. Davis High School
Peter Laris, Burbank
Jerry Larson, Brigham Young University
Richard Leland, Orinda
Walter H. Lemke, Lynwood High School
Suzanne Lindsey, Coastline College
Brigitte V. Little, Brea Olinda High School
William T. Little, California Polytechnic State University, San Luis Obispo
Norman Litz, Belmont
Cesar Lopez, Scripps College
Heil Lopez, Irvington High School
Thomas A. Lovik, San Diego State University
George Lowa, Rio Hondo College
Patricia St. Maier, Miraleste High School
Beatrice Malkson, Fullerton College
Jules Mandel, Los Angeles Unified School District
Gerald P. Mannion, Huntington Beach
Fred Marquez, Edison High School
Dave Marshall, Irvington High School
Andri Martin, San Francisco State University
Socorro Martinez, John Burroughs High School
Ingeborg McCoy, Southwest Texas University
Nancy McDermid, San Francisco State University
Lydia McDonald, California State University, Los Angeles
G. W. McGinnis, Sunny Hills High School
David McLeish, Edison High School
Frank K. Melvin, Highland High School
Celia A. Merritt, Malibu
Joseph Mileck, University of California, Berkeley
Larry K. Millward, Bountiful, Utah
Toshiko Mishima, San Francisco State University
Paula Moddel, Monterey Institute of International Studies
Nivia Montenegro, Pomona College
Mirande T. Munson, California State University, San Bernardino
Molly Murphy, El Camino College
Franz Neumann, Marina High School
Pat Nichelson, California State University, Northridge
Louise Noel, Cuesta College
Robert Norris, Esperanza High School
Kathleen E. O'Connell, Dorsey High School
Emma M. Olmedo, Foothill High School
Russ Orpet, California State University, Long Beach
Barbara S. Palmer, Locke High School
Josi Palomo, Rancho Santiago Community College
Robert W. Pann, Palisades High School
Carmen C. Pasano, Northridge
Ute D. Passey, Roosevelt High School
Lorrain Paszkeicz, San Jose

A. Paveglio, Merced College
Walter E. Pederson, West High School
Wilm Pelters, California State University, Long Beach
James F. Plouf, St. Joseph High School
Leland C. Prewett, West High School
Juan Quevedo, Santa Monica College
Horst M. Rabua, University of Washington, Seattle
Julian F. Randolph, San Francisco State University
Francis B. Rang, El Camino Community College
Elaine Rees, Consumnes River College
Rhea Rehark-Griffith, West Hills College
Maja Reid, California State University, Northridge
Guido Reinhard, Fountain Valley High School
Max Riedlsperger, California Polytechnic State University, San Luis Obispo
Joy Richardson, Office of the Alameda County Superintendent of Schools
Duncan Robertson, San Francisco
Albert Robinson, Abbott Middle School
Cliff Rodriguez, Ventura County Schools Office
Valerio S. Rodriguez , Southwestern College
Sandra Rosier, Azusa High School
Cecilia Ross, University of California, Berkeley
Rosalma Sabras, San Diego County Office of Education
Frank P. Sanfilippo, Columbia College
Catherine Save de Beaurecueil, Long Beach City College
Frank G. Scarfone, Westminster
Stephen Schauer, San Diego State University
M. Schredl, Oak Grove High School
Helen Schulak, California State University, Hayward
Jennifer Schulz, Cypress College
Elizabeth Sellars, Flintridge Sacred Heart Academy
Ruben Sepulveda, Fountain Valley High School
Theda Shapiro, University of California, Riverside
Adriana Shepard, Fountain Valley High School
Martin Shira, Newport Harbor High School
Karl Simon, California State University, Chico
Wiebke Smart, Los Angeles
Marina V. Smith, Antelope Valley College
Ronald Spence, West Covina
Susan Stanga, Live Oak High School
James Stark, Seattle University
William N. Stivers, Pepperdine University
Jonathan A. Stornig, Irvington High School
Janet Swaffer, University of Texas, Austin
Yolanda Swenson, Westminster High School
Jack Swift, Rio Hondo College
Charles A. Switzer, West High School
Sally Szwenik, Mojave Senior High School
Tracy Terrell, University of California, San Diego
Gail Theurer, Chaffey College
Yolanda Thomspon, San Francisco
Dick Trapp, San Francisco State University
Vincenzo Traversa, California State University, Hayward
Maurice Tseng, San Francisco State University
Cecilia Ubilla-Arenas, University of California, San Diego
Salvador Valdiura, Shasta College

Nick Varnava, Oxnard
Danuta Vasilianskas, Victor Valley College
Sijtse Stephan Veenstra, Fountain Valley High School
Sara L. de la Vega, Los Angeles Valley College, Van Nuys
Gilbert Velasquez, Channel Islands High School
Barbara Vigano, California State University, Fullerton
George S. Wagner, South High School
Joe C. Walton, El Dorado High School
Barry L. Waters, Edison High School
Christine A. Weaver-Mendoza, Huntington Beach High School
Michael Wegener, Poway High School
Stella E. Westermeyer, Riverside
Francesca Juliana Wilhelmsen, Flintridge Sacred Heart Academy
Eddie Williams, San Francisco State University
Larry R. Williams, Skyline College
Irene C. Wills, Mayfair High School
Norma Wilson, Edison High School
Jack Wood, Fountain Valley High School
Elizabeth Wright, San Francisco State University
Julian A. Wulbern, San Diego State University
Loraine Yocky, Long Beach City College
Howard T. Young, Pomona College
Jorge Yviricu, California State University, Bakersfield
Donna Zaleon, Bakersfield High School
James A. Zeller, San Joaquin Delta College
Francisco C. Zermego, Chabot College
Jon. E. Zimmermann, California State University, Fullerton